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**An investigation into the causes of wastage at the University of Qatar and the implications for university and labour market policy**

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**AN INVESTIGATION INTO THE CAUSES OF WASTAGE AT  
THE UNIVERSITY OF QATAR AND THE IMPLICATIONS FOR  
UNIVERSITY AND LABOUR MARKET POLICY**

Submitted by Eiman Ali Al- Ansari

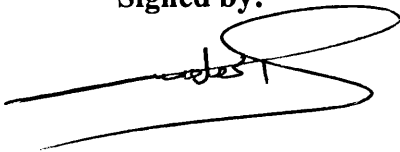
For the degree of Ph.D

Of the University of Bath

2002

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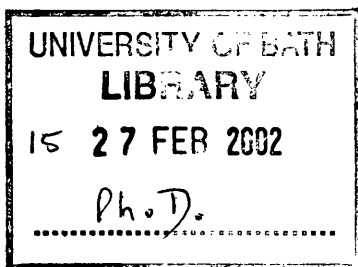
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## **ABSTRACT**

This thesis is concerned to investigate the relationship between university and society and in particular the links between university and labour market conditions in Qatar. Drop out rates and student failure to complete their studies at the University of Qatar is high. Western explanations (drawn from the British and American literature) for such wastage have focussed on student background characteristics on entering university and their experience once at university. However, the relationship of the university to society in Qatar likely to be quite different to that in America or Britain. This thesis is therefore concerned with two questions (i) How can the high wastage rates at the University of Qatar be best explained and (ii) Is the relationship between university and society in Qatar is sufficiently similar to that of Britain and America for the models used to investigate wastage in these countries to hold validity in the Qatari context.

A 'conventional' Western model is constructed from the literature on wastage that seeks to test, quantitatively, the hypotheses that either social background and/or student perceptions of the labour market can best explain the wastage. However, in addition, possible causal factors internal to the university are built into the model to see to what extent it is university policy and practice rather than relationships between the university and wider society that can best account for this phenomenon. Qualitative data are used to illuminate the quantitative data in the search for the best explanation(s) for the wastage.

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## **CHAPTER 1**

### **THE RESEARCH PROBLEM**

#### **1.1 Introduction**

Due the importance of higher education, many developing countries are investing heavily in it. However, they confront a major problem, which is that although higher education enrolments have expanded so have the proportion of students who do not complete. This represents a wastage of financial and human resources. Moreover, the loss to the economy and society might be greater than often thought if students drop out due to bad experiences in higher education. They may lose the desire for any formal learning in the future. Reasons for this wastage will vary from society to society, since how higher education relates to the wider society will differ according to the cultural assumptions of particular societies. In this thesis the problem of wastage at the University of Qatar will be studied.

The problem of wastage, of students, who for whatever reason do not complete their studies, once enrolled, has been apparent in mass higher education societies like the United States for a long time with research going back to the late fifties and early sixties. Consequently, the major research tradition to be drawn upon will be that from the United States. However, applying that tradition to a very different culture poses major difficulties. Much of the research in the United States has tended to assume that the way higher education is embedded in broader social relationships are well understood. However, no assumption of this kind can be made in relation to

higher education in Qatar. Therefore, a basic assumption of this thesis is that we will not be able to understand wastage at Qatar University unless we understand how Higher Education in that country is embedded in its history and social relationships.

## **1.2 Background and Purpose of Research**

Higher Education (HE) in the State of Qatar is represented by one institution, the University of Qatar. Its history is short as it has only existed for a quarter of a century. The University of Qatar started with two faculties of Education for training teachers in 1973/1974 (one for male teachers and one for female teachers). The establishment of more faculties and research centres followed gradually. Now it has six faculties: Education, Humanities and Social Science, Science, Sharia'a Law and Islamic Studies, Engineering, Administration and Economics. It also has four associated institutions (Education, Humanities, Science, and Islamic), a computer centre and a centre for education technology.

Despite the progress made in developing the University over a short period of time, the evidence shows that the University of Qatar is seriously affected by wastage problems. As Table 1.1 shows the proportion of students who do not complete in any one year as a percentage of those enrolled is high with figures for the years 1990/91-1996/97 ranging from a low of 56.7 and a high of 88.3. The range in most years is between a wastage rate of between 65 and 80 per cent. Given this high level of wastage, there is a clear problem that needs investigating.



**Table 1.1: Wastage at the University of Qatar: student enrolments, graduate and wastage percentages for each faculty at the University of Qatar during the years 1990/91- 1996/97**

The faculty		Humanities		Education		Shari'a Islamic Studies		Science	
Years	Students	Male	Female	Male	Female	Male	Female	Male	Female
1990/91	Enrolments	195	540	384	1600	82	409	178	366
	Graduates	39	139	65	400	16	81	38	105
	Wastage	80 %	74.2%%	83.0%	75%	80 %	80 %	78.6%	71.3%
1991/92	Enrolments	161	631	321	1661	60	444	217	394
	Graduates	50	191	62	416	7	63	63	99
	Wastage	68.9%	69.7 %	80.6%	74.9%	88.3%	85.8%	70.9%	74.8%
1992/93	Enrolments	204	791	251	1714	54	366	242	399
	Graduates	56	224	54	402	11	69	75	108
	Wastage	72.5%	71.6%	78.4%	76.5%	79.6%	81.1%	69.0%	72.9 %
1993/94	Enrolments	235	852	271	1940	79	400	276	429
	Graduates	69	193	72	488	59	15	87	131
	Wastage	70.6%	77.3%	73.4%	74.8%	25.3%	96.2%	68.4%	69.4%
1994/95	Enrolments	239	846	238	1909	66	416	291	487
	Graduates	61	186	47	454	24	77	81	135
	Wastage	74.4%	78 %	80.2%	76.2%	63.6%	81.5%	72.1%	72.2%
1995/96	Enrolments	238	866	257	1995	72	393	289	516
	Graduates	57	158	75	439	12	61	75	126
	Wastage	76%	81.7%	70.8%	78%	83.3%	84.4	74 %	75.5%
1996/97	Enrolments	221	914	261	1982	72	392	290	606
	Graduates	65	177	63	456	29	48	73	186
	Wastage	70.5%	80.6	75.8%	78 %	56.7%	87.7%	74.8%	69.3%

Source: The data in the table has been calculated by the researcher based on U.Q statistics about the numbers of students enrolled from 1990-1996 and the number of the graduates from 1994-2000

### 1.3 Definitions of Wastage

One of the first problems researchers in this area confront concerns the definition of wastage. By the early sixties, in the United States, there was a debate over how wastage was to be identified. Summerskill (1962) observed that the "attrition rate" had been variously defined as the percentage of students lost to a particular division within a college, lost to the college as a whole, or lost to higher education. However, even the concept of loss here is not self-evident because students may drop out for a

time and then return to complete their studies. In terms of loss from one division or faculty to another and in terms of loss from one institution to another, both can pose problems for researchers. Tracking down students to see where they have gone and why can be difficult, especially if they have moved from one institution to another, as may well be the case in the United States. These issues are, in one way, simpler at the University of Qatar. In terms of wastage or movement from specific faculties, it is clear that the University as a whole has a problem, although there are variations, for the most part all faculties have uniformly high levels of wastage suggesting that this is a university-wide problem. For this reason this thesis will concentrate on university wide factors associated with wastage. The second issue concerns movement from the University of Qatar to other institutions. The University has no competitors within the country but it does have to compete with universities abroad. This is a problem for the University of Qatar in terms of its status within the Qatari community (see Chapter 5) but it is likely to be much less of a problem in terms of wastage since many students who can afford to study overseas will do so in their first year at university. They are unlikely to switch mid-way through.

### **1.3.1. Wastage and ‘At Risk’ Students**

However, while some of the problems that researchers in the United States might encounter are less of a problem in Qatar, there is a problem that was encountered. The University of Qatar does not keep a record of addresses of those students, who for whatever reason ‘drop out’. Therefore, it would have been very difficult to

identifying these students. Ideally, it would have been desirable to compare samples of students who had been successful with those that had dropped out in order to establish differences between them. However, since this was not possible the next best thing was to distinguish between students who appeared to be making a success of their studies and were more likely to complete with those deemed 'at risk'. The University of Qatar has a system of issuing warnings to those students who are under-performing and who are most likely to be candidates for dropping out of university. Consequently, the empirical data for this study largely explores the differences between those students who appear to be succeeding in their studies (success students) and those who are 'at risk' (at risk students). Students who are under-performing and therefore 'at risk' are those defined by the University as having dropped out including those who have suspended their studies, or have had to repeat a year. It also includes those who have failed at least one term or have an average grade below C, or those who have an academic warning to improve their performance. Successful students are defined as those who have an average grade above C and have not experienced any of the setbacks experienced by the 'at risk' students.

#### **1.4 The Research Framework**

A researcher seeking to investigate the problems of wastage at the University of Qatar is going to be confronted with theoretical and methodological problems. Since Qatari society is different from that of many western countries and especially the

United States the use of the methods and particularly the assumptions that make up the tradition of wastage in that country is likely to be suspect. It may be that some of the variables that have been found to be associated with wastage in that country may not apply in Qatar. Perhaps, more importantly, given the basic assumption of this thesis that we need to see the issue of wastage within the broader context of university-society relations; the variables may be used in the investigation in superficially similar ways, subject to translation, in both countries but require quite different explanations because the relationships between say, family background, a university degree and the labour market might be quite different in the two countries. For this reason the ways in which the terms are understood and the meanings attached to them may also be different. Consequently, this study is shaped by several considerations.

The first is to develop an exploratory study of factors affecting wastage at the University of Qatar, in order to develop data patterns that can then be further analysed, with theories developed to explain them. It should be stressed that, as an exploratory study breaking new ground by looking at university wastage in a society like Qatar, the emphasis is mainly on developing the data patterns and associations rather than explanations for reasons given below.

The second is to examine the degree to which western models of wastage apply to Qatar. Here there are different levels at which western models may or may not be applicable:

(i) *As a heuristic which guides the linking of variables which may be related to wastage.*

Given the research tradition that has been developed, largely but not exclusively in the United States, it is clearly important to learn as much as possible from it. Therefore, in assessing the degree to which its models might or might not be applicable, one obvious application might be to derive a model from that research and use it as a guide or heuristic for the research.

(ii) *The use of variables as predictors.* Much of the research in the United States has aimed at being able to predict the factors, institutional or individual, that have been associated with wastage. This has been the way variables such as family background, student commitment to the university, etc., have been used. It might be helpful to give an example of how a variable like 'family background' can be constructed for predictive rather than explanatory purposes. Family background is frequently linked to social class or socio-economic status because, often in education in the west, it has been found that those of 'higher' social class or socio-economic status perform better. Typically, this research tradition has taken one or two elements of social class, such as parental income or education, and combined them in order to create a variable, which is quantifiable. But if this variable appears to be significant it offers little by way of explanation for its significance because there may be other dimensions to social class that are important such as the types of jobs the parents have. Where such a concept is being applied in a new context or different society, it would be important to disaggregate the key dimensions because one dimension may be more important than another in explaining the links between a family's position in

the society and the educational performance of their children. In this way, the interpretation and explanation of the variables, which might be associated with wastage, may be quite different in the west to Qatar.

It could be argued that the use of models in the west to predict wastage have relied on a degree of common sense or non theoretical understanding of why they are important. However, such common sense understandings may not apply in Qatar. Where, theoretical considerations have entered, there have either been problems in the way they have been conceptualised or operationalised. In either case it is not evident that the explanations can in any uncritical way be applied to the case of Qatar. This is why explanation as an aim of this study of wastage is important.

*(iii) It is important that explanations for variables associated with wastage are developed which reflect the cultural context and understandings of the students taking part in the study.* In this respect, the kinds of sophisticated mathematical models, which are used to examine school effectiveness in the west and could be used in a study of university wastage in Qatar are premature when the possible explanations surrounding these models are part of a different cultural context. Such a context needs to develop its own range of, perhaps, competing explanations, which can then be used as a resource to test more sophisticated mathematical models. Although, even in the west it should be noted that there are major problems in the explanations underlying school effectiveness models, which is where much of the sophisticated mathematical modelling has been applied (Lauder, Jamieson and Wikeley, 1998).

Again, it may be helpful to give an example of a different kind of explanation to those which might obtain in the United States, to explain aspects of wastage at the University of Qatar. This example foreshadows a later discussion on the basis of one of the key findings of this research. It will have been noted that the latter university is relatively young and it has been introduced into a society in which some of the assumptions underlying modern universities have not been prevalent. For example, universities in the west have developed meritocratic principles related to the modern state in which a bureaucratic career was 'open to the talents'. However, in Qatar the organization of society has been based on families and social relationships and a system of reciprocal rights and obligations. Notions of merit in the western sense, centred on educational achievement, have been more recently introduced. Yet, modern universities are essentially meritocratic organizations. To make matters more complicated, recent developments in learning theory suggest that the more supportive teachers are the better students will learn. This suggests that a complex set of 'unwritten' rules and relationships need to be developed between lecturers and students. On the one hand, the more sympathetic and approachable lecturers are the better students will learn, on the other the meritocratic principle is compromised if both fail to recognize that the lecturer is an authority who ultimately has to judge the students. Getting the appropriate balance in a society in which such relationships are new may be difficult. If lecturers keep their distance and students are reluctant to approach them because the meritocratic principle cannot be reconciled with the need to be approachable then this may be a contributory cause of wastage. In these terms, the explanations for university wastage in a society like Qatar will be different to those in the United States.

Three sets of research question arise out of this discussion to be addressed in this thesis.

- 1) What factors appear to play a role in high levels of wastage at the University of Qatar?
- 2) To what extent are western models of wastage applicable to the situation in Qatar?
- 3) To what extent are possible explanations for the causes of wastage context specific to the university-society relationship in Qatar?

In order to address these questions the thesis adopts the following structure.

### **1.5 The Structure of the Thesis**

In chapter two a background is provided to Qatar. A brief history of the development of education and in particular higher education is given and the University of Qatar is placed within the wider context of society, especially in relation to the Qatari labour market. One of the factors taken for granted in much of the western literature on wastage concerns the links between higher education and the labour market. However the Qatari labour market is quite distinctive from that of the United States and while, there, it may be assumed that the labour market exerts a 'pull' factor on students completing their degrees such an assumption cannot be made in Qatar: it requires investigation.

Chapter Three reviews the literature on wastage while seeking to develop from the literature a heuristic model that can guide the empirical research in this thesis. In



order to develop such a model, this chapter focuses on the key contributions to the literature on wastage and in particular the work of Spady (1970; 1972), and Tinto (1975; 1982) who have provided the theoretical lead in this area. It is their theoretical developments, which have been subject to the most extensive testing. From a critical consideration of the issues they raise a theoretical model is developed which provides a guide for the research. The variables identified by this model as likely to lead to explanations for wastage are elaborated upon.

Chapter Four provides a methodological justification for the techniques employed in this study, describes the samples and assesses the limitations of the study as a result of the methods used. It is argued that because this is the first investigation of wastage at the University of Qatar it is important that the net is cast wide in terms of the data patterns generated in order to probe the many different factors that may be at work in causing wastage. Therefore, quantitative techniques are adopted. Ideally this study would have followed a longitudinal representative sample, however due to the time constraints involved this was not possible so instead two samples were obtained, one of first and second year students and another of third and fourth years students. On key dimensions they are sufficiently similar to believe that these two samples combined would produce similar results to a longitudinal sample. But quantitative techniques are limited in several ways, which are discussed. In particular, they provide a static account of the relationships between variables that may be implicated in causing wastage. Therefore, a qualitative dimension is also introduced to elaborate upon the key issues identified in the quantitative studies as factors involved in wastage and to introduce, if possible, a dynamic element into the understanding of the factors involved.

Chapter Five, reports on the quantitative results. These results are analysed in terms of pre-university factors: social class background, secondary school academic achievement in terms of grade and field of study, individuals attributes (motivation and expectations of university and the labour market), parental and peer pressure to attend university and their views as to the status of the University of Qatar. This group of students were followed up to see from their records as to whether they registered for the next term, and to determine their Grade Point Average (GPA) by the end of the first year.

Variables for third and fourth year students were similar to those of first and second year students. But, in addition to the background variables described above they were asked about their views of their relationships with peers and staff at the university, and their views on the academic programmes and administrative structures of the university. They were also asked about their views of the labour market. Again, their Grade Point Averages (GPA) were collected as was whether they were identified by the university as 'at risk'. Throughout this study attention is paid to gender differences since, as described in the following chapter, the role of women may be changing but in many ways they are positioned quite differently, in the society, to women in the west.

Chapter Six provides the results of the qualitative aspect of this study elaborating on some of the key issues raised by the quantitative results and illuminating some of the dynamic processes that may be at work in creating such high levels of wastage at the university.

Finally chapter seven, the conclusion, summarises the results, considers some likely explanations for the results of the data patterns established and considers whether there are any policy changes at the university which are warranted, given the evidence considered in this thesis. Finally, the wider changes necessary in society in order to reduce wastage at the university are discussed.

## CHAPTER 2:

### BACKGROUND AND SOCIO-ECONOMIC DEVELOPMENT IN THE STATE OF QATAR

#### 2.1.      Location, Area and Historical Background

The State of Qatar is an independent state situated by the Arabian Gulf and surrounded by the Kingdom of Saudi Arabia, the State of Bahrain, the United Arab Emirates and the Islamic Republic of Iran. It is situated midway along the western coast of the Arabian Gulf between latitude 24.27°- 26.10° North and longitude 50.45° -51.40° East. The coastline is 550 Km long and bounds the country to the west north



and east. The country is approximately 11437 Km<sup>2</sup> on a low-lying limestone peninsula projecting northwards about 160 Km into the Gulf. The territory of the State includes several islands. Doha is the capital.

Qatar is a Muslim country and the Arabic Language is the mother tongue. According to the 1997 census, the population is 522,023 representing a 41.4 per cent increase from the 1986 census of 369,079. This means an average annual increase of 3.8 per cent during the 1986-1997 period. This was associated with a decrease in the population density in Doha as it was found that 50.6 per cent, approximately, of the population resided in Doha in 1997 compared to about 58.9 per cent in 1986, as shown in Table 2.1.

**Table 2.1: Geographical distribution of population.**

Municipality	1986 Census		1997 Census	
	No.	%	No.	%
<b>Doha</b>	217,294	58.9	264,009	50.6
<b>Al Rayan</b>	91,996	24.9	169,774	32.5
<b>Al Wakra</b>	17,245	4.7	24,283	4.7
<b>Um Salal</b>	11,161	3.0	18,392	3.5
<b>Al Khor</b>	8,993	2.4	17,793	3.4
<b>Others</b>	22,390	6.1	27,772	5.3
<b>Total</b>	<b>369,079</b>	<b>100%</b>	<b>522,023</b>	<b>100%</b>

Source: Annual Statistical Abstract, 1998: P.16

In Qatar the ratio of females to males is approximately 1: 2. There is a large expatriate community as indicated in the following table 2.3.

**Table 2.2: The population according to Gender<sup>1</sup>**

Sex	Population	% Total
Male	341,976	65.50
Female	180,047	34.50
Total	522,023	100

Source: The data adopted from State of Qatar Annual statistical abstract 1998: p.17

The total number of economically active people who are above 15 years is 280,122 while the non-active population is 96,996 as given in Table 2.3

**Table 2.3: Economically active and non-active population (15+ years)**

Sex	Economically Active Population (15+)				Economically Non-Active Population (15+)			
	Qatari	Non-Qatari	Total	% Of the total active workforce	Qatari	Non-Qatari	Total	% Of the total Population
Males	11.3	88.7	100	86.5	53.4	46.6	100	25.0
Females	23.0	77.0	100	13.5	47.8	52.2	100	75.0

Source: The data in the table has been calculated by the researcher from the Annual Statistical Abstract 1998, P.40, 52

Public sector<sup>2</sup> employees, account for a majority of the workforce, 50.4 percent many of whom are Qataris. The majority of the labour force lies within the age group of 20-

<sup>1</sup> All tables taken from Qatar Annual Report 1998

39 years old and represents 34.3 per cent of the total labour force in the public sector.

Table 3.4 below gives more details.

**Table 2.4: Age groups of public sector employees**

<i>Age group</i>	<i>% Of the whole population</i>	<i>% Of Qataris</i>
Below 20	0.5	0.5
20-29	20.6	15.1
30-39	34.0	19.2
40-49	28.9	10.0
50-59	11.75	3.3
Above 60	3.0	2.2
Unclassified	1.2	0.1
<b>Total</b>	<b>100</b>	<b>50.4</b>

Source: Annual Statistical Abstract, 1998: P.17

In 1970, Qatar became an independent state from the British protectorate, and was admitted to the United Nations. Once the new state was established great development started to cover many aspects of social, economic, and cultural life. However, some things remained unchanged, in particular, the affairs of public institutions remain relatively closed and non-transparent. It is one of the weak points in the society and has created difficulties for many researchers including this one! (See Chapter 4).

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<sup>2</sup> The Public Sector includes all government establishments. This sector includes all Ministries, Hospitals, the University of Qatar and all Petrol firms.

Private Sector Is all firms, which the government has a share in like some banks, and Gulf Air and all (non-Government) firms, which belongs to any corporate body.

## **2.2 Socio-Economic Developments in Qatar**

The commercial exploitation of oil marks the main evolution of the socio-economic development of Qatar. Its progress can be discussed and analysed in relation to two main stages. Due to the importance and role of each stage in the country's development process, they are explained here in more detail.

### **2.2.1 Stage 1- Before the coming of oil exploration in 1949:**

Before the discovery of oil, the principal economic activities were pearl diving and fishing with limited trading and farming. These main activities reached their peak during the late 19<sup>th</sup> century and first two decades of the 20<sup>th</sup> century, due to the increased demand for pearls. In 1912/1913 the revenue generated from pearl diving reached its peak of £400, with an average annual income of £31 per person working in the diving trade (there were 12,890 male adults) Lorimer (1908, p.1533). However, the economic situation of pearl diving in the Gulf States in general and in Qatar in particular declined remarkably as a result of a number of crises, the most important of which were the flooding of the pearl market by Japanese industrial pearls and the two World Wars.

Agriculture has played only a minor role in the Qatar economy because of the unsuitable climatic and environmental conditions. Despite a lack of natural resources of water and the sandy soil, usually not suitable for agriculture, there were a number of farms and fields. However, these products do not cover local needs.



The manufacturing was, in general, limited although ship manufacture was most popular and advanced due to the increased demand for ships by pearl traders. Shepherding and pearl diving were the most dominant activities throughout this period.

As a result of the above, Qatari society was divided, during this era, based on their trade activities into the following classes:

- (i) The Noble class, which was the ruling class.
- (ii) The Traders class.
- (iii) The Common public class, which included pearl divers, shepherds, etc....

This social structure changed and developed after the appearance of oil and other additional factors.

Qatari families lived, at this stage, as with the other Gulf States, in an extended form to include the grandparents, their sons, daughters, and their grandchildren. A family was made up of 15 people or more, living in one house. The father played the principal productive role since he was the main source of income. As a result, the father took the position of both responsibility and power/authority. In other words, the family depended on the income of its male members, but economic life was organised co-operatively, which lead to social integration between the whole family.

People within a family were very close to each other living with strong ties according to the family's code of conduct. The older a person became the more behavioural

restrictions he/she had to adhere to in accordance with the family's values and ethics. The uncle was and is considered the equivalent of the father and has the same influence, authority and due respect, especially if he is older than the father. He could play the father's role and he was not allowed to discriminate or distinguish between his own children and those of his brother. In general, the family social system was based on Islamic teachings and the local culture.

**The women's role at this stage:**

Qatari women had an important and active role during this stage. Indeed, in comparison with their current role, it can be said that they were more active and effectual and played a more positive role within the family. Women had an effective economic contribution to make depending on their family's social class. For instance, the fisherman's wife would help him in fish sales and the pearl diver's wife had a role of responsibility during her husband's long absence on his diving journeys, which could take more than four months. The "Bedouin" women (who lived in the rural/desert areas) had an even more active role. In addition to their housekeeping duties, they helped their husbands as shepherds, put up the tents, etc. This had given these women a fair level of freedom compared with their counterparts at the coast.

Despite their limited economic contribution, women at the coast had the responsibility of decision-making during their husband's absence. Furthermore, some of the less fortunate women worked outside their houses by taking casual work such as domestic sales or housekeeping jobs in traders' homes. As for the wives of the nobles and

traders, their role was limited to housekeeping duties or indeed the supervision of their servants.

Therefore, women's roles varied depending on their social class and where they lived, i.e. at the coast, desert or in the city. The Bedouin women were more dynamic and had more close dealings with men. On the other hand, women in the city were less dynamic and effective. This, however, does not mean that Bedouin women were more free or liberal in their dealings with men, as they were still restricted by the tribe's social system in which men had the power and authority.

These restrictions have carried on, to some extent, until now despite recent economic developments. Qataris are very obliged by their culture, which values adhering to tribal ethics. This has affected their social development especially in education and work. This sense of protection has led to an almost negligible role for women who have remained dependent on men socially and economically. Religion of Qatar is Islam, which is another influential aspect of society. With respect to Islam, it is necessary to indicate that Islam has supported most changes in society. It has particularly supported freedom of opinion and thoughts, education for both genders and general improvement in all social and cultural situations. However, Qataris are split in their understanding of Islam and its influence on their lives, often according to whether they are educated or uneducated. Educated people typically take the view that the Holy Quran encourages every male and female to seek education. Moreover, in this view, women have an equal share of rights and responsibilities within the society.

### **2.2.2 Stage 2 - After the discovery of oil:**

The discovery of oil in Qatar and the start of its production in 1949 led to fundamental and major changes in the economic system. Oil exploitation quickly became the prime source of national income, which covers all national expenditure. Due to a lack of manpower and expertise and skills, within Qatari society, Qatar came to depend on expatriate labour. This included a wide range of professions such as education, medicine, engineering, administration, accountancy, etc. At this early stage, experts were employed from Arab countries, Asia and some European countries, especially Britain. Naturally, as a consequence of the influence of this mixture of cultures on the traditional Qatari social culture there have been changes in the Qatari social system which can be summarised as follows:

- 1- The appearance of individual independence: The family used to be one economic and social unit whose members had the same traditional occupations for generations. This has changed to a number of sub-units since individual members have started to take up different and new professions.
- 2- The disappearance of the power and dominance of the father or the eldest as the son became able to form an independent family.
- 3- The gradual change of the position of men and women, the moderate deviation from old traditions and the start of paid work for women.
- 4- The influence of multi-cultural expatriates on the attitudes and mindset of Qatari society.

The profits gained from oil production have been used to sponsor many development programmes and projects and the establishment of the country's infrastructure. They were also used for further investments in oil production, which led to the exploitation of natural gas in Qatar in 1971. The main field in the North is the largest natural gas field in the world as its production reached 300TCF<sup>3</sup> making the total national production 500TCF. This made Qatar one of the main producers of natural gas in the world.

In recognition of the importance of manufacture and industry in revenue generation, the government started exploring the possibility of additional national sources of income to the oil in order not to become completely dependent on oil export. This was also intended to create more job opportunities for future generations. These included the production of steel, petrochemicals, cement, etc. In addition, the government supported and subsidised medium and small businesses. This was evidenced by the introduction of Law No. (11) in 1980, which allows for the independent contribution of the private sector in national economic development.

### **2.2.3 The Qatari Population and 'Manpower'**

The increase in oil revenue in 1973/1974 together with other economic factors resulted in the expansion of a number of public projects and a huge generation of jobs across industry. Due to lack of Qatari manpower and the technical and know-how levels of the available manpower, it was necessary to depend mainly on expatriates especially at the early stage of the industrial revolution. The expatriates helped in the

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<sup>3</sup> Trillion standard Cubic Feet.

development of a managerial and administrative system capable of running the investments and the required public services. They also helped in building new towns and cities and the associated infrastructure needed to provide a better living standard. It was also necessary to count on the expatriates to establish an educational system that is suitable for providing the much needed manpower with the required qualifications, in order to eventually become self-sufficient. The expatriates from Arab and non-Arab countries contributed to almost all types of industrial categories. They represent more than 75 percent of manpower in Qatar, as shown in Table 2.5

**Table 2.5** Persons engaged in Government and non Government sectors by Nationality and Gender.1991-1997

Years	Qatari				Non-Qatari			
	Government Sector		Non-Gov. Sector		Government Sector		Non-Gov. Sector	
	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %
1991	67.3	32.7	97.9	2.1	87.1	12.9	96.7	3.3
1992	67.08	33.0	97.9	2.1	86.5	13.5	96.2	3.8
1993	64.8	35.2	98.0	2.0	86.4	13.6	96.3	3.7
1994	63.7	36.3	97.7	2.3	85.6	14.4	96.0	4.0
1995	63.4	36.6	96.9	3.1	89.3	10.7	96.0	4.0
1996	63.0	37.0	96.5	3.5	85.5	14.5	96.0	4.0
1997	62.2	37.8	95.1	4.9	85.4	14.5	93.6	6.4

Source:: The Data in the table has been collected from different issues of Qatar Statistical Abstract

The table shows a 5 per cent increase in Qatari women in the government sector between 1991 and 1997. The following concluding remarks describe the Qatari labour market characteristics:

(1) The low level of contribution of Qatari to the production process. This can be related to a number of factors which include:

- (i) The in-flow of a large number of expatriates.
- (ii) The Qatari culture, which does not encourage the contribution of women in the production line.
- (iii) The local culture and living standards which have encouraged Qatari to acquire only service and un-skilled jobs.
- (iv) A large number of Qataris are not willing to contribute to low calibre jobs or manual and casual labour in the private sector.
- (v) The high payment level of Qatari relative to others.
- (vi) The common belief of young graduates that the private sector is not a secure or desirable place to work.

(2) Despite the economic and social development, the government sector has remained the most attractive sector for Qataris compared to other sectors. More than 50 per cent of Qatari 'manpower' works in the government sector. The Qatari represented 50.4 per cent of government employees in 1997 while they only represented 14 per cent of total employees in other sectors.

(3) As can be concluded from the above, the non-Qatari dominate the private sector whose number is more than double that of Qatari employees. This in balance

could be related to the low level of payment and the un-willingness of the Qatari to work in these sectors.

It can be concluded that there is no consistency between the aims and objectives of economic and social development sought and recruitment policy in Qatar. The former is intended to effectively utilize the human and natural resources and capabilities for the establishment of multiple production bases, in order to become more self-sufficient by the reduction of reliance on non-Qatari. However, this is not how it has worked out in practice. Due to employment policies in relation to women and the recruitment of expatriates.

It can be seen that the Qatari labour market needs systematic re-organisation according to a policy driven by the strategy of changing the majority of Qatari labour to production employment.

#### **2.2.4 Women education and the labour market**

In order to understand more about the role of women in education and the labour market in Qatar it is important to compare their situation with that of women in other developing countries.

##### **2.2.4.1 Women in the Developing World**

Studies of political and economic change in the developing world have, until recently, said little or nothing about women's issues. In the past two decades, two factors have contributed to the new understanding of women in developing nations: the emergence of feminist or gender-related social science research and the growing awareness by



policy planners that women play an important role in the modernisation process (Sadelski 1998).

The countries of the Asian region have pursued a range of development strategies over the past four decades. Some, like Hong Kong, Singapore, Taiwan and Korea, have been highly successful in terms of their growth levels. On the other hand, several of the South Asian countries and The Philippines have been almost stagnant. In some countries in the Asian region, as well as in some circles in developed countries, there is a perception that economic development brings few benefits to women. Perkins (1994) challenges that perception. He examined the impact of the trade and macroeconomic policies of 13 countries in the Asian region on women's participation in the modern economy and other indicators of well being. These included the life expectancy of women, mortality rates of female infants, educational participation of girls and relative wage rates. He concluded that development in these countries has been as female led as export led. The very rapid growth of manufactured exports from developing countries has led to a specific demand for female labour and a relatively fast growth of female employment in industry.

Third world women, are largely represented in particular occupations. The majority work in agricultural employment or jobs that are unregulated by the state, such as street vendors and small businesses. Similarly, as in industrialised nations, Third World professional women are over-represented in such professions as nursing and teaching. Another study measuring the impact of GDP growth and the export-orientation of 15 countries in the Asian region on the participation of women in the non-agricultural sector, found that a one per cent increase in the ratio of exports to

GNP (aproxy for the extent of export orientation of a country) is associated with a significant 0.2 per cent increase in female participation rates (Naya, 1989). Also, a one per cent increase in the annual growth of GNP is associated with a 1.96 per cent increase in female participation rates in non-agricultural sectors. It does appear that the adoption of more export-orientated trade regimes in the region has not only facilitated more rapid economic growth, but also promoted higher female participation in the modern sectors of these economies. The lesson from these countries, in contrast to Qatar, is that they developed education systems for both men and women (Green, 1999) so that when these countries 'took off' in their economic development they had a skilled workforce which was emancipated from some, although not all, traditional assumptions about gender roles. In contrast, in Qatar the shortage of labour has been remedied by the attraction of expatriates.

However, we should be cautious in seeing industrialisation and education as miracle cures to be followed in a country like Qatar. Often, Westerners associate traditional religious and cultural values with rigid social and economic systems that dictate women to be inferior. Thus, it has frequently been assumed that the imposition of European colonisation in Africa and Asia and the subsequent spread of modernisation and Western ideas offered women greater opportunities and improved social standing. While modernisation theorists would have us believe that urbanisation, industrialisation, and the diffusion of Western values and lifestyles have an emancipating effect, many feminist scholars have produced a wealth of literature that suggests that political and economic modernisation can have negative effects for women (Sadelski 1998).

The negative effects of modernisation have certainly not been limited to the agricultural sector. In her study of Ghana's tribes, Claire Robertson (1986) found that women's status fell when families moved to the capital city of Accra and entered a more modern, urbanised environment. Whereas economic co-operation between spouses had previously been common in rural villages, just as it was in Qatar in the pre-oil discovery days, it was less frequent among urban immigrants. Women tended to be more dependent on their husbands and to own less of the family's property than they had before migrating to the city.

The preceding section has indicated that higher economic growth rates are associated with higher rates of female participation. However, the changes brought about by industrialisation do not always favour women. Nevertheless, in the case of Qatar, the only way it can increase the proportion of Qatari in the workforce is by increasing the number of women in education and providing them with opportunities in the labour market. Although, wastage at university is a problem for Qatar's economic and social development, it is especially so in relation to women who may experience a double sense of wastage, by not only failing to complete their degrees but even if they do by not having equal access to the labour market.

#### **2.2.4.2 Women's education in developing countries: Problem and prospects**

##### **A. Access to Schooling**

Most of the discussion about the unequal educational development between the sexes, especially in developing countries, has focused on access of girls to schooling. In many African, Middle Eastern, and South Asia countries, however, girls' primary and secondary school enrolment has been substantially behind that of boys. Women's participation in higher education tends to be lower than of men in most countries (Stromquist; 1997).

Access to schooling is affected by cultural beliefs, the economic conditions of the family and the nation, and the educational supply. A host of factors outside the school system have been identified as affecting the enrolment and participation of girls in education, such as lack of time due to domestic work (cooking, obtaining water and wood cutting for minor siblings, etc.), child labour, early marriage, low aspirations, distance to schools, and lack of female teachers. While the entire list of factors is quite extensive, these "determinants" are merely manifestations of more fundamental causes and can be traced to two major enactment's of patriarchal ideology. The practice of a strong sexual division of labour that circumscribes women to maternal and domestic roles, and the existence of sexuality norms that creates physical and psychological boundaries for women (Stromquist.1997).

##### **B- Attainment:**

The control of women's sexuality affects women's education through parental emphasis on early marriage and their requirement that schools be close to home. In

some Arab countries” girls are socialised” into accepting the predominant sex-role stereotypes, with marriage and raising a family the ultimate goals. Schools continue to reinforce this differential socialisation of gender divisions (El-Sanabary 1989). In developing countries important school mechanism such as school textbooks, teacher’s attitudes, curriculum, school environment continue to transmit gender messages (Stronquist, 1997).

### **C- Career choices:**

Women often either select, or are led into, fields that emphasise care, that are socially defined as “ proper” for women, and are compatible with the routine and close proximity demanded by family life. The clustering of women within a few fields commonly identified as “ feminine fields” is a phenomenon evident throughout the world. Academic choices are shaped by many factors, including adolescent concern with popularity and social acceptance. Ethington and Wolfle (1988) assert that occupational expectations linked to sex roles are the reason behind women’s lack of enrolment in advanced mathematics and science courses, and that part of this decision is the perception of mathematics as a male domain. Women, then, may typically be selecting particular fields because of realistic expectations about the negative consequences of selecting deviant ones (Stromquist , 1997). In Qatar where the labour market is also segmented on gender lines so that education and medicine are gender divided so that women attend to women and men to men. This confinement to a few caring occupations has been the norm although it is now changing to some degree.

**D- Access and Attainment in Education**

Despite considerable progress by Middle Eastern and North African countries in improving opportunities for women to access and achieve in education at all levels, much remains to be done. El-Sanabary (1993) focuses on three sets of highly inter-related determinants of access, achievement, and outcome--macro-level societal determinants, school characteristics, and family background characteristics--in seven representative Middle Eastern and North African countries: Egypt, Tunisia, Morocco, Jordan, Turkey, Saudi Arabia, and Kuwait. The research shows that the level of economic development of a country and the distribution of income have a much stronger impact than do Islamic and traditional cultural values, while the size and growth rate of the population can place a major strain on school facilities and resources. Nevertheless, sex-role stereotypes and the division of labour in the home and market place still mean that expected returns from female education do not appear to justify the costs. Free, compulsory education and open admissions have led to major improvements in female education but have not guaranteed equity. Socio-economic background, parental education, family size, and family socialisation exert a strong influence on educational attainment. Other key factors are a family's ability to cover the costs of education and forego the labour of the daughters. The availability and accessibility of schools and the quality of their programs and human resources have significant effects on female educational enrolment, continuation, quality, and outcome. All-girls schools have played a positive role under certain conditions. Because of the importance of female teachers and administrators as potential role models, their high rate of attrition and absenteeism calls for solutions.

**E- Women and Higher Education**

There are number of questions regarding women's participation in higher education institutions. Are women and men enrolled equally in higher education in terms of social status, and quality? Do women study the same subjects as men even when they attend the same institutions, or has the gender segregation of fields of study that has traditionally characterised higher education remained in force?

The number of women attending institutions of higher education has expanded markedly since World War II. In Africa and Asia the number of women, attending university has grown even more dramatically than it has in North America and Europe. In most countries despite increases in female enrolment of up to 500 percent, women remain in a minority as students in higher education (Kelly;1991).

**F- Women's Enrolment In Higher Education In Arab and Asian countries, 1965-1986**

While there are some variations in the fields in which women cluster, there are a few variations world-wide in the fields in which women do not enrol. Throughout the world very few women enter engineering or mathematics and computer science. The data indicate that education is women's field. Indeed in Qatar the Engineering Faculty is wholly male. Kelly (1991) examined the growth in women's enrolments in higher education and although she did not include Qatar in her sample she included several Middle Eastern countries. Saudi Arabia is probably closest to Qatar although females outnumber males at the University of Qatar for reasons given below.

**Table 2.6:** Proportion of female students in higher education in seven fields of study, 1985 in Arab Countries (Kelly, 1991).

Country	Total Number of female enrolment in (HE)	Humanities	Education	Law	Social behavioural science	Natural Science	Engineering	Medical Sciences & health
Bahrain	60%	-	71%	-	-	-	12%	72%
Kuwait	45	58	73	33	54	57	37	70
Yemen	53	50	78	36	70	43	27	87
Jordan	45	54	78	32	55	-	15	53
Lebanon	39	54	35	24	45	49	12	49
Saudi Arabia	39	42	53	-	29	37	2	-
Sudan	37	42	35	37	58	33	9	36
Oman	37	-	-	-	-	-	-	-
Iraq	32	--	-	-	-	-	-	-
Egypt	28	47	47	20	43	33	13	39
Libya	28	-	-	-	-	-	-	-
Algeria	31	49	23	26	26	34	12	37
Syria	34	53	67	15	19	39	20	33

#### **F- Qatari Women and the Labour Market**

Qatari women like other Arab and Muslim women are considered to be financially dependent regardless of their marital status, as their families are considered responsible for their financial needs. However, the education system is starting to play an important role in women's contribution to the Qatari labour market. This is especially true with higher education since it provides the qualifications required for decent jobs. Statistics show that the numbers of Qatari women in employment has increased sharply as a result of the development of the Qatari education system. As indicated above, Qatari women work mainly in teaching and medicine, which is again



related to the Qatari culture. The factors, which have influenced the contribution of Qatari women, can be summarised by the following:

- (1) Social factors: Despite social developments relating to women's education and contribution to the labour market, traditional cultural norms are still the dominant factor limiting the types of jobs they can undertake.
- (2) Lack of job opportunities: As mentioned earlier, Qatari 'manpower' has limited skill sets and depends mainly on expatriates. This reduces the opportunities for Qatari resulting in intense competition for jobs so many Qatari women have chosen to opt out of the competition by concentrating on teaching and nursing.
- (3) 'Manpower' planning: It is estimated that economically active women represent 5.02 per cent of the total population. Most of these women are in the government sector. Due to the non-existence of planning for women's recruitment, this has led to the redundancy of women in certain sectors while in others there are shortages but filled by non-Qatari women.
- (4) Lack of technical training for women: Qatari women have, like Qatari men, the opportunity to reach the highest levels of education. However, this is limited to certain fields. There are number of technical training schools and colleges for males (e.g. Industrial, Commerce, Religious)<sup>4</sup> whereas women only have the choice of nursing in addition to teaching. This is related to the fact that teaching is considered the most respected and suitable role for Qatari women according to the local culture.

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<sup>4</sup> More details about these three schools are given in page 37.

### **2.3 Education in Qatar**

Education was originally undertaken in the mosques and in some Kuttab<sup>5</sup> where they taught the principle of Islam and the basis of reading, writing, and mathematics. In 1913, the first school for boys was established for religious education. In 1947 after the second war a semi formal school was established for boys. In 1952 the first formal primary school opened for boys as well to teach them other subjects like geography and history, in addition to learning the Quran and Islamic knowledge. In 1956, education became one of the priorities of the rulers of Qatar, when the Ministry of Education was established. In 1957, the first school for girls was opened. Most of teachers came to work in Qatar from other Arab countries, which became one of the main factors affecting Qatari culture.

Qatar adopted a modern three-tier state system, which provides twelve years of schooling. These are as follow;

- |                           |   |
|---------------------------|---|
| 1. Kindergarten (2 years) | from year 3-5 (added lately in last 9 years). |
| 2. Primary (6 years)      | from year 6-12                                |
| 3. Preparatory (3 years)  | from year 13-15                               |
| 4. Secondary (3 years)    | from year 16-18                               |

At the secondary stage students opt for one of the following streams<sup>6</sup>

- Secondary Arts/ Mathematics and Science
- Secondary Arts/ French
- Secondary Scientific

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<sup>5</sup> Kuttab is usually at the home of the Mulla (Teacher) where young boys meet to learn the basis of reading and writing, girls had their own 'Kuttab' although they only had one.

<sup>6</sup> Many authors have asked about the usefulness of these streams (Al-misnad, 1985; Morsi, 1990). It has been suggested that these divisions of secondary school in Qatar have thrown up obstacles to lateral movement from one stream to another, imposing early restrictions on the routes open to students at

- Secondary Industrial (for Boys only)

The Industrial Secondary School, established in 1965, is still the only school of its kind in Qatar. It offers three years, full time courses leading to a Secondary Industrial Certificate. Automotive, machining, electrical, metal fabrication, woodwork, air-conditioning, refrigeration, and craft studies are available, as well as general school subjects. In order to encourage young Qatari into vocational education, the government pays a monthly stipend to each student. The university accepts only the top three graduates from this school in each year.

- Secondary Commercial (for Boys only)

This was established in 1966 to provide secondary level education with a bias towards commercial subjects, including typing, bookkeeping and accounts, economics, and office practice. In such a conservative society this school is only for boys, because so few female nationals work in offices, where contact with men is routine. Males or non-Qatari women necessarily carry out office work. As with the industrial school the government stipend is offered as an incentive, and the university accepts only the top three graduates as well.

- Secondary Religious (for Boys only)

Three years full time, the curricula is intensive in Islamic studies as well as offering the general subjects of ordinary schools. As with the other previous two schools the government stipend is offered for Qataris and the university has the same policy in accepting the graduates from this school.

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tertiary level and do not allow for the wide-ranging general education increasingly regarded as the best preparation for life in modern society.

For socio-cultural reasons, there is no technical education for girls, although the Ministry of Public Health operates the Secondary School of Nursing, which trains general nurses.

The state provides education free for all Qataris at all levels, for about 67,150 students in 208 schools. All students take the General Certificate of Secondary Education (GCSE) at the end of year three secondary education, and this is the qualification, which is required to apply for university. Figure 2.2 shows the educational levels of the state of Qatar.

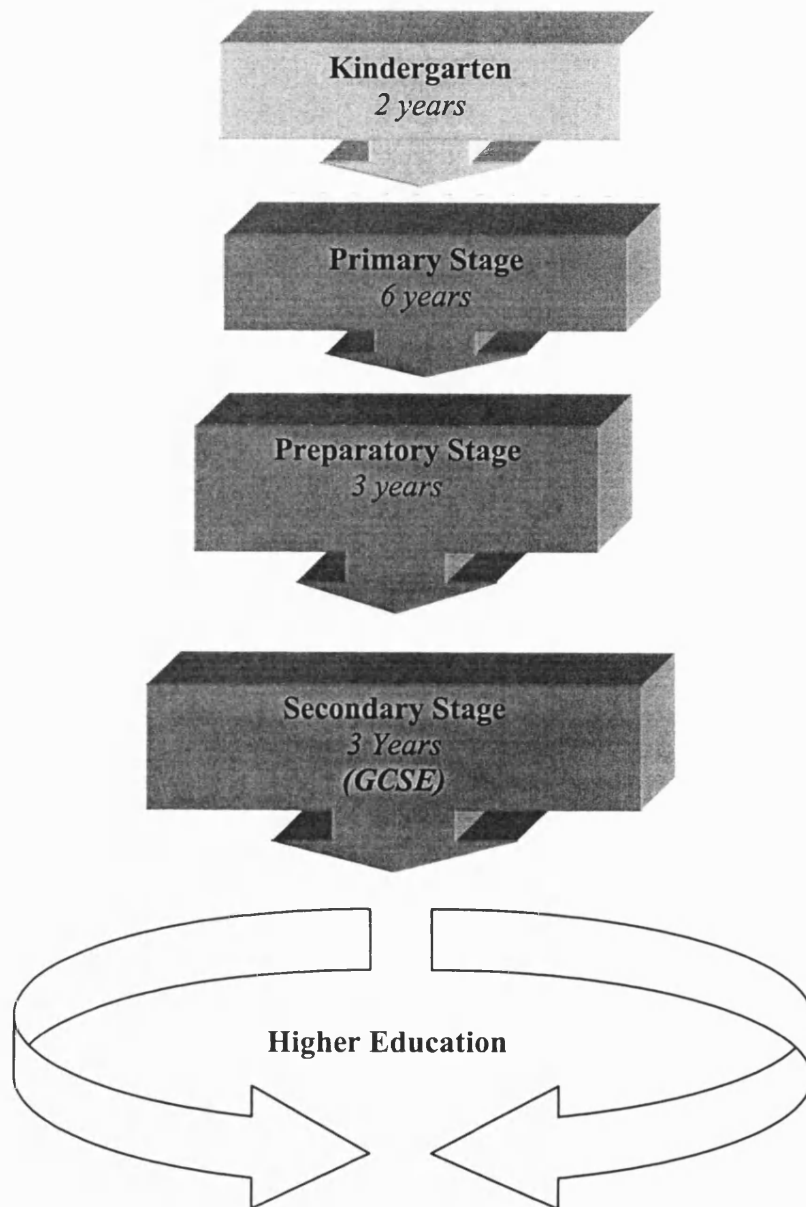


Figure 2-1 The Educational Ladder in Qatar

### **2.3.1 The University of Qatar:**

Realising that education is a major factor contributing to the well being of society, the Emir of Qatar issued a decree in 1973 announcing the establishment of the Faculty of Education. In 1977, the University of Qatar was founded, with the aim of providing education, training, and research in various fields of specialisation necessary to enhance mankind and the welfare of the nation. It was composed of four faculties (Education, Humanities and Social Science, Science, and Islamic Studies). Two more have been added, namely the Faculty of Engineering, and the Faculty of Administrative Sciences and Economics.

#### **2.3.1.1 Admissions Policy of the University of Qatar:**

In general, the university adopts a central admissions policy whereby students must be admitted to the university before being considered by a faculty or a department. The University is a non-racist university, with no discrimination on the basis of race, gender or religion. Because of the philosophy upon which the higher education in Qatar is based, this education is available for all secondary school students who have achieved acceptable grades at GCSE. The specialisation and acceptance policy of the University are affected by many factors such as:

- 1- Social pressures which demand the unconditional availability of higher education
- 2- The small number of students, compared to the number of qualified graduates required by the development plans. This is related to the small number of Qatari relative to the national population.
- 3- Higher rates of wastage at all education levels.

These factors determine the number of students accepted as well as putting pressure on the University's admission policy. In addition, there are no entry exams at Qatar University used as a measure to select students and determine their suitability for admission to Faculties/ Departments, except for those applying for a place in Fine Arts Education, Home Economics, Physical Education, English Language, and Journalism. Students applying for these specific departments must pass exams set by the departments applied for.

As for other departments, in all Faculties of the University, the overall average obtained for the GCSE exam determines student allocation to a Department/ Faculty. Account is taken of the subjects SAT in the GCSE exams i.e. whether it was taken in Science or in Literature. In addition, the grade obtained at the end of the first Foundation year at the university also helps to determine which specialisation students are admitted to.

Students qualified for admission and University acceptance are Qatari students, the children of Qatar residents (who represent no more than 10 per cent of the total of Qatari students) and those who have obtained a grant offered by the Qatari Government to a number of countries and international organisations.

The entry requirements for the University specialisation are dependent on the overall average of the GCSE mentioned earlier. These requirements are:

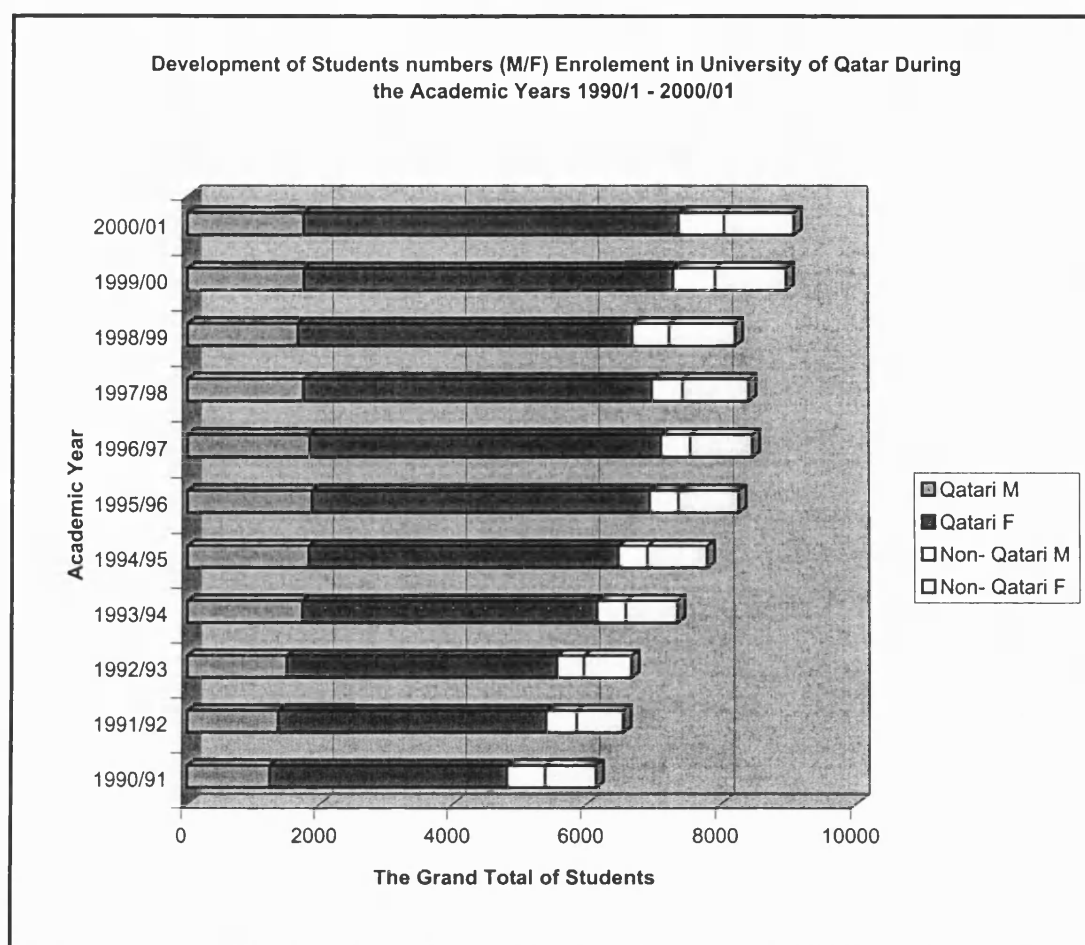
- 1- Students must possess a GCSE or a certificate from the Religious Institute or their equivalent with a minimum average of 50 per cent for Qatari and 60% for

residents' children for the scientific specialisation. For the Arts, a minimum average of 55per cent is required for Qatari and 60per cent for residents' children.

- 2- The Faculty of Engineering requires a minimum average of 60per cent for the students with GCSE in Science and 75 per cent for the students with a General Secondary Certificate from the Industrial School; these requirements are for Qatari students.
- 3- Students are granted places in the Faculty of Administration and Economics, whether they are Qatari or not if they obtained GCSE with an average of 65 per cent if the GCSE was in Arts, and 70 per cent if it was in Science. This Faculty also accepts three Qatari students who obtained the highest first class award from the General Secondary Certificate from the Commercial School with an overall average of at least 70 per cent.

In addition to these requirements, students should apply for places at the University within a certain time limit after acquiring the GCSE, for scientific specialisation the GCSE should have been obtained no earlier than three years previously while it is two years for Arts specialisation.





**Figure 2.2- Development of Students Numbers (Male/Female) Enrolment at University of Qatar during the Academic years 1990/91 – 2000/01**

Figure (2.3) shows the number of students accepted and registered at the University of Qatar for the period 1990/91-2000/01 categorised according to nationality and gender.

It can be seen that the number of females is greater than male students. This is attributed to the policy of educational scholarships, which allows more opportunities to male students to study abroad, compared to those for females, except for medical studies where the situation is reversed.

### **2.3.1.2 The Educational System and Programs:**

The University of Qatar follows a system of credit hours, which offers students the freedom to choose their units, once allocated to a specialisation or major. This is done according to a clear educational strategy with defined boundaries. The system is modularised and the academic year is divided into 3 terms with a length of 3-4 months for each term per year, which are the Autumn, Spring and Summer terms. However, the Summer term is only 8 weeks long with intensive studies while the other two terms are 16 weeks long. The credit hours reach 132 hours to graduate from the Faculty of Administration & Economics, 133 hours for the Faculty of Science, 135 hours for the Faculty of Humanities and Social Science, 138 hours for both the Faculty of Shari'a (Islamic Studies) and the Faculty of Education and 162 hours for the Faculty of Engineering.

The system employed at Qatar University is that students are allocated either to scientific Studies or to the Arts in their first year for two academic terms. Upon the successful completion of these studies, students are allocated to the appropriate specialisations, subject also to their GCSE grades.

- In principle the University curriculum includes equipping students educationally and technically. Students are equipped with the desired specialisation by choosing either one main specialisation or a mix of specialisations. For example, either History in which case students enter the Faculty of Humanities and Social Science or History Education in which case they enter the Faculty of Education. All students study on a full time basis.

### **2.3.13 The University and the Labour Market:**

There are a number of facts that should be emphasised as regards this relationship, which can be summarised as follows:

1. The University as a higher education institution is responsible for equipping and training the technical and specialist manpower needed by different labour market sectors. This means that the University plays a major role in providing qualified manpower.
2. The size of the population base of different age ranges has a direct effect on the number of the students in all educational areas. Qatar has a skill shortage, as a result, the government turns to the Arab or foreign countries to compensate for this shortage of manpower, like other Gulf States. The consequence is that Qatari national manpower is in a minority in the labour market; having limited opportunities in certain economic sectors, which are dominated by expatriates especially in professional areas.
- 3- Cultural traditions, which do not allow women to work in many areas, limit the use of their abilities. This leads to the problem of unemployment amongst female higher education graduates while the job market overall has a shortage of higher education graduates.
- 4- The characteristics of the secondary education population such as students' distribution according to sex and nationality, and the students academic levels, as measured by GCSE results have a direct effect on the type and quality of university graduates, as the output of the secondary education is the input of the

higher education. Furthermore, the idea of increasing the types of secondary education in Qatar decreases the numbers applying to university significantly. This is because students who choose Industry and Commerce Schools do not usually pursue University studies. Since the only type of school available for females is the secondary school, which is the usual route to university, the number of females in higher education is greater than that of the male students. The structure of manpower is then affected accordingly.

- 5- There are number of factors, which prevent the achievement of a balance between (a), the types and number of graduates and (b) what is available in the job market and the requirement of manpower development These include the non-availability of accurate, consistent and comprehensive surveys and statistics on jobs, 'manpower' production and the difficulty in determining the needs of manpower especially in the private sector, which are difficult to simulate accordingly to economic and mathematical methods. Therefore, the University ought to carry out research and field studies to monitor and follow-up its graduates in order to understand more clearly the nature of the demand for university graduates
- 6- The official statistics show that the Qatari manpower with higher education is still in the minority compared with expatriates. The time needed for the Qatarisation<sup>7</sup> of the labour market for higher education graduates may be so long that it could exceed the first decade of the next century. The table below illustrates the distribution of manpower with education qualifications engaged in

Government and the private sector according to nationality and academic status.

**Table 2-7:** The Distribution of Credentials Between Qatari and non Qatari

<b>Educational Status</b>	<b>GCSE</b>	<b>Pre-University Diploma</b>	<b>B.A &amp; B.Sc.</b>	<b>Higher Diploma</b>	<b>M.A. &amp; M.Sc.</b>	<b>PH.D</b>
Nationality						
Qatari	54.6	28.9	59.0	25.4	30.7	22.9
Non- Qatari	45.4	71.1	41.0	74.6	69.3	77.1
<b>Total</b>	100	100	100	100	100	100

**Source:** The Data in the table adopted from The Planning Council Year Book 1999:p.122

The following points can be deduced from the Table:

- The percentage of Qatari manpower with B.A and B.Sc. is equivalent to the percentage of GCSE holders.
- The percentage of Qatari qualified is lower than non-Qatari at higher educational levels.
- For the ‘manpower’ with B.A and B.Sc. Qatari represent 59 per cent of the total manpower in this category.

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<sup>6</sup> Qatarisation mean to replace the expatriates job holders and employ Qataris instead.

## **Conclusion**

Several points arise out of this background chapter that need emphasising. Firstly, the University of Qatar is a relatively new institution that has had few traditions it can rely on to embed it in the wider society. Many of the subject areas are European in influence and some in Qatar may regard them as a form of colonialism. For example Abou-Chacra (1996) in his study about the problems of higher education in the Arab States argues that the higher education curriculum in Arab states bears no relation to the major issues affecting their societies. Equally, Faheem (1998) argues that universities are a vehicle for globalisation in the Gulf States and that many view them unfavourably, especially those groups that have been marginalised and dislocated by the process of modernisation. Secondly, while the figures on wastage do not show that women are more adversely affected than men, the reasons why women drop out may be different to that of men. Moreover, women have a double disadvantage because even if they graduate they will find it difficult to get a job outside the traditional areas, such as teaching. Finally, it will be noted that the system by which students are allocated to majors is quite rigid and is dependent on their grades. The more successful students are the more likely they will be to get the major of their choice.

## **CHAPTER 3**

# **Student Wastage: A Critical Review and the Development of a Heuristic Model**

### **3. 1 Introduction**

The literature on student wastage, over the past forty years has not been extensive (Yorke, 1999), however it is marked by a high degree of complexity. The history of research on wastage can be distinguished by three major characteristics as regards theory (i) We see an increasing complexity in the theorising or model building associated with the literature and an increasing range of factors hypothesised as germane to the decision of students to drop out (ii) Within this theorising different assumptions about human nature and motivation are built into the models often producing potentially conflicting explanations for wastage (iii) Given that student wastage is one aspect of the wider relationship between higher education (HE), economy and society, likely explanations for wastage will encompass a combination of cultural, and material factors relating to family background, the way HE is perceived from a given socio-economic, gender or ethnic perspective and the way its relationship to the labour market is understood.

With respect to the latter point, there are two observations that can be made. The literature on wastage has focussed on western HE and in particular in America where many of the assumptions regarding the wider relationship of HE to the society are given and therefore not investigated. Clearly, in relationship to Qatar these assumptions need to be made explicit. Perhaps what is more surprising

about this literature is that little attention has been paid to students' perceptions of the labour market.

Methodologically, the majority of studies have been quantitative in nature with only two more recent studies being qualitative (Seymour and Hewitt; 1997; Ozga and Sukhnandan, 1997). Again, there are several issues regarding the links between theory, methodology and results that need to be considered. The early studies and the literature reviews relating to them were largely empiricist in that factors such as parental background, grade point average, etc, were simply operationalised by use of a questionnaire and then correlated by one means or another with wastage. The problem with such an approach, even when it used sophisticated statistical techniques such as path analysis, as Pantages and Creedon (1978,p.55) pointed out, was that they could not explain the *causes* of wastage. Such studies may be able to identify the type of factors associated with wastage but not explain them. Therefore, there are methodological issues closely related to theory development that need to be taken into account in this review of the literature. There are two purposes to this chapter: to provide a critical review of the literature and to build a heuristic model through which the causes of wastage at the university of Qatar can be explored. The literature will be reviewed according to the issues raised in this introduction.

### **3.2 Theories and Findings**

The key figures in developing theories in relation to wastage are Spady (1970,1971) and Tinto (1975,1982). As pointed out above, up until this time an empiricist approach to the investigation of wastage had dominated. The factors identified as possible causes of wastage by this literature will be dealt with below



when the findings of this research tradition are discussed. These findings are helpful, if limited, in guiding research including this study. However, with the advent of Spady's (1970) paper two developments took place. Firstly, rather than identifying isolated factors associated with drop out he emphasised the need to examine the interactions between various factors in explaining wastage. His starting point was:

The assumption that the dropout process is best explained by an interdisciplinary approach involving an interaction between the individual student and his college environment in which his attributes (i.e. dispositions, interests, attitudes and skills) are exposed to influences, expectations and demands from a variety of sources (including courses, faculty members, administrators and peers). (Spady, 1970,p.77).

Of particular interest to him was the concept of *normative congruence*. This related to the 'attitudes, interests and personality dispositions that are basically compatible with the attributes and influences of the environment' (p.77). Amongst the personality dispositions he emphasised intellectual development as part of personal development and especially the intrinsic rewards of such development. The second key concept for him was that of *friendship support*. By this, he meant that a condition for the completion of a degree programme was the support of peers and in particular friends.

Spady notes that these concepts and the conditions they represent 'resemble' the major components of Durkheim's (1961) notion of *social integration* which was central to his theory of suicide. For Durkheim, suicide was more likely when the two types of integration were absent: low normative congruence and insufficient collective affiliation (low friendship support). The key to the plausibility of

Spady's theorising was, then, the analogy with the notion of suicide. Drop out, he considered, 'was a less drastic form of rejecting social life' (p.78).

From this platform, Spady goes on to develop a way of modelling wastage. It is worth emphasising that for him *normative congruence* and *friendship support* interact so that in principle 'more of one' may compensate for 'less of the other'. Spady is also well aware that the notion of normative congruence is extremely difficult to operationalise since it contains so many complex variables. Nevertheless, he goes ahead to develop a model as follows:

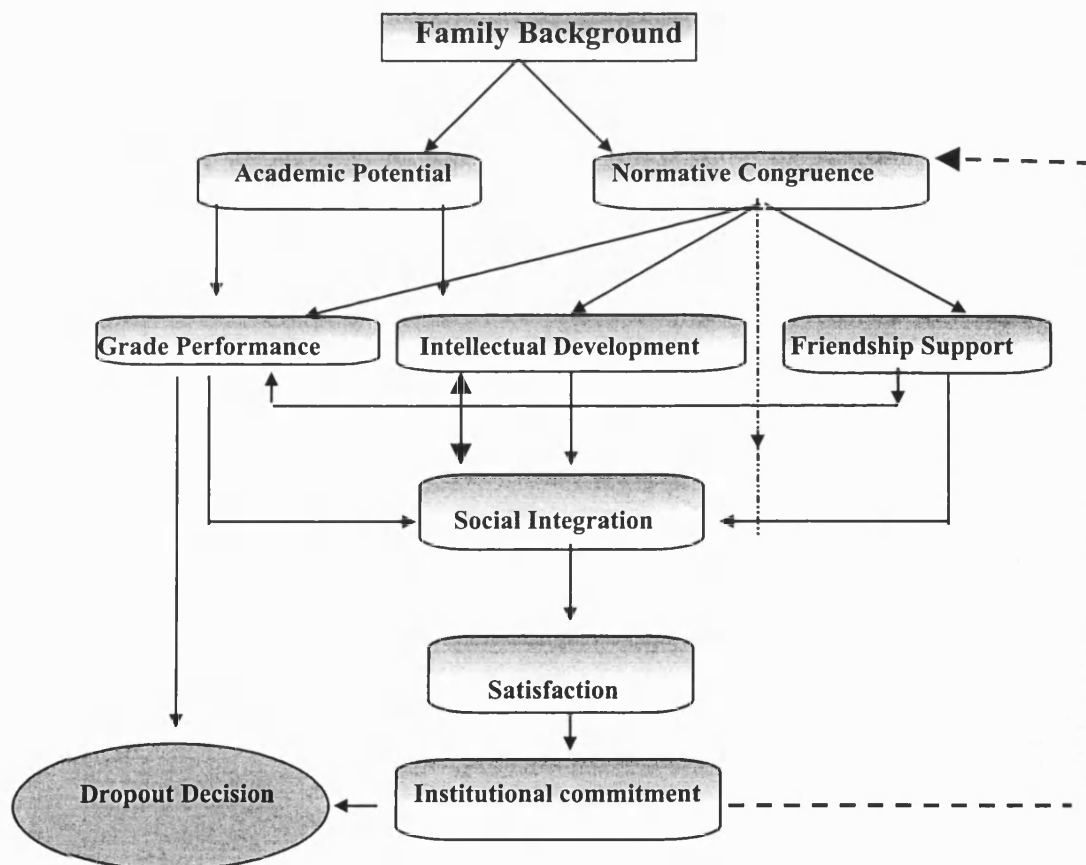


FIGURE 3.1: A Sociological Model of Dropout Processes (Spady, 1971)

In the model, Spady assumes that family background has an impact on normative congruence, as does a measure of academic potential. The significance of family background in this sense is that it may provide a general orientation to HE in that parents may encourage students to go to and continue to express an interest in their performance, once at university. A measure of academic potential would in the United States, be a Grade Point Average in Scholastic Aptitude Test (SAT). Spady notes that grade performance can imply 'an absolute' condition in that poor performance may lead directly to drop out, hence the direct arrow. The other variables have already been explained. Looking at the model what are welcome are the various directions of the arrows and in particular the broken line between institutional commitment and normative congruence since 'it implies that the model is cyclical and flexible rather than immutable' (Spady, 1971, p.79.). However, while this flexibility is theoretically sophisticated, because it suggests that normative congruence is not a once and for all phenomena but requires constant re-affirmation, it is much harder to model in quantitative terms. Ideally it would require a longitudinal study but even then the processes of re-affirmation would be extremely hard to identify because they may have to do with psycho-social development, peer group influence and the like, all of which may change over time. But there is a further issue concerning the appropriateness of the metaphorical use of Durkheim's notion of suicide.

### **3.2.1 The Appropriateness of the Suicide Metaphor in Spady's Theory**

The basic problem with comparing drop out at university with the notion of suicide is that students may drop out for reasons other than normative congruence

while friendship support may have the opposite effect to the one Spady envisages.

He assumes that the processes and curriculum associated with HE are legitimate and that normative congruence is all about how the individual does or does not fit into the environment. But it was seen in the background chapter that in Qatar the curriculum, as in much of the Arab world is one taken from the West as part of a process of colonialism or neo-colonialism, in this respect dropping out from university may be as much an act of resistance as it is failure to align individual goals and development with that of the university. In the same way a peer sub-culture of 'resisters' may encourage dropping out rather than as Spady assumes helping to 'pull' individuals through the system. It is significant that Spady sees the interaction between the individual student and the college environment as one of '*assimilating successfully into both the academic and social systems of the college*'. (p.77). In this respect Spady fails to question the underlying assumptions regarding the relationship between HE and the wider society.<sup>1</sup> In doing so, he assumes that the problem in failing to assimilate lies with the individual.

However, there is a further point arising out of this discussion which renders Spady's model incomplete, even in its own terms which is that the problem may

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<sup>1</sup> He does acknowledge that there are problems with operationalising the notion of normative congruence which touch on possibilities of resistance but fails to see the full implications:

*A student may enter College A with strong utilitarian achievement orientations, but the college itself may emphasize a humanistic, developmental undergraduate program. In the most general sense, then, this student could be considered normatively in congruent. But he might, as Newcomb and Flack (1964) emphasize, establish close relationships with other "deviants" who share his orientations, in which case subgroup support might be sufficient to override the more diffuse influences of the general system (p.78).*

not lie with the individual but with the institution. It is at this point that we should turn to the work of Tinto (1975).

Tinto's theorising starts from where Spady left off. He also adopts Durkheim's theory of suicide as a point of departure but he notes that:

The application of Durkheim's theory of suicide to the phenomenon of drop out does not in itself yield a theory of drop out that helps explain how varying individuals come to adopt various forms of drop out behaviour. Rather it is a descriptive model that specifies the conditions under which varying types of dropout occur (Tinto, 1975, p.92).

The aim for Tinto is to provide a predictive theory of when dropout is likely to occur. It is important to note the aim of prediction, rather than explanation, although in outlining his theory Tinto does move towards a framework, which could aid explanations for wastage. In order to do so he argues that Durkheim's theory was largely structural and as such:

Insufficient to explain the distribution of suicide within society among different individuals. Among the set of additional factors needed... are those pertaining to individual characteristics, especially those psychological attributes that predispose certain individuals to suicidal responses. In this respect, traditional measures of social status, though helpful, are inadequate proxies for the psychological dispositions of individuals (p.93).

In the case of studying wastage, therefore we would need to study the expectational and motivational attributes of individuals in relation to their educational expectations.<sup>2</sup> In particular we would need to know about the relationship between motivation, expectations and what Tinto calls goal commitment, which reflects the desire and intensity to complete a programme. Part of this goal commitment would also reflect the preference or choice of an

individual for one type of institution over another; in the American context, for example, two rather than four years of college.

This theorising leads him to the following account of his model:

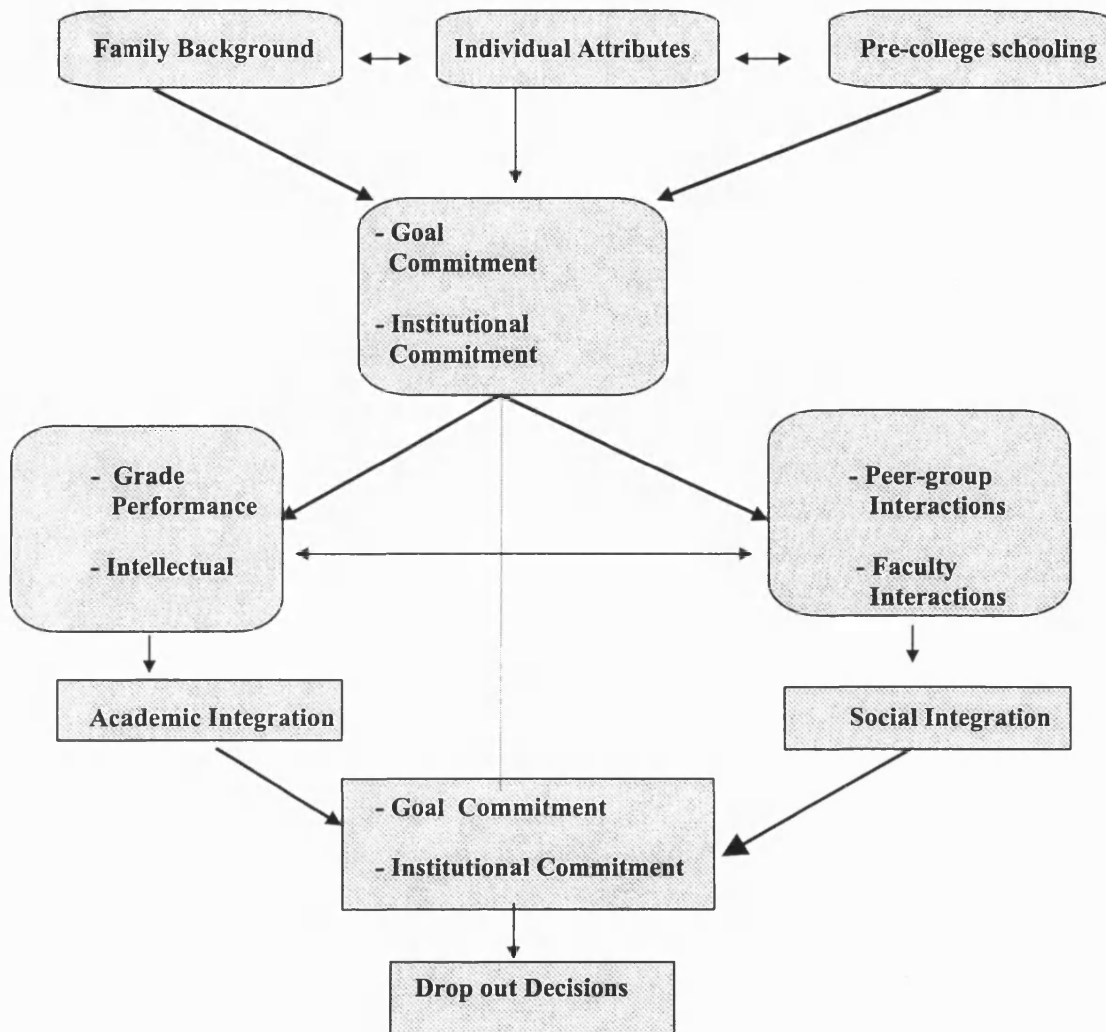
This theoretical model of drop out...argues that the process of drop out from college can be viewed as a longitudinal process of interactions between the individual and the academic and social systems of the college during which a person's experiences in those systems...continually modify his goal and institutional commitments in ways which lead to persistence and/or varying forms of drop out (p.94).

While in the end, it is the interaction between the individual and the college that determines persistence or drop out, background factors such as social status, sex, ethnicity, ability and prior achievement also influence the 'educational expectations and commitments the individual brings with him into the college environment' (p.96).

This model can be diagrammed as follows:

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<sup>2</sup> Tinto also owes a debt to early work done by Verner and Davis (1964) who stressed the need to distinguish between personal factors, including motivation and situational factors i.e. the institutional context.



**FIGURE 3.2:** A conceptual Schema for Dropout from college (Tinto,1975)

As indicated above by Yorke (1999) Tinto's specific approach has been used by many researchers (Baumgart & Johnstone, 1977; Terenzini & Pascarella, 1977; Pascarella & Terenzini, 1979, 1983; Bean, 1980; Munro, 1981; Aitken, 1982; Pascarella & Chapman, 1983; Pascarella, Duby, & Iverson, 1983), and remains the leading model of student departure from institutions of higher education. However, there are several points to be made about this model. Firstly, little is

said about the efforts of the institution to integrate individuals. Rather, the emphasis is on the individual to integrate. Later in the (1975) paper Tinto makes the comment that programmes designed to help those from lower social status backgrounds are 'aimed in the right direction' (p.118). But it is only in his (1982) paper where he critically reflects on this model that he acknowledges that:

It fails to highlight the important differences in education careers that mark the experiences of students of different gender, race and social status backgrounds (Tinto, 1982, p.688).

and so only, 'By inference it (the model) posed the policy question of how institutions can change themselves to reduce attrition' (p.688). Secondly, Tinto follows a view of human nature taken from economics in which individuals engage in a cost-benefit analysis. He applies it to the issue of drop out as follows:

This perspective argues that a person will tend to withdraw from college when he perceives that an alternative form of investment of time, energies, and resources will yield greater benefits, relative to costs, over time than will staying in college (pp.97-98).

The problem with adopting this view of human nature is that while it might have some application to narrowly defined areas of economics in, for example, calculating the costs and benefits of different forms of financial investment the situation in relation to judgements about staying on or dropping out of college is different. The issues here concern the different valuations students will put on, for example, the intrinsic interest of a subject as opposed to the potential a degree has to open doors to jobs and the motivations linked to these valuations. In this respect Tinto is correct in saying that his model is predictive not explanatory



because an explanatory model would need a theory such as that of Boshier's (1973) paper to understand how motivations and goal commitments were formed.

Briefly, Boshier views dropout as an extension of non-participation, and both result from enrolment for 'deficiency' reasons. The congruence model is built largely upon self-concept and psychological dissonance theory, where the adult learner's two primary concerns are 'maintaining inner harmony with himself and with the environment'. As he explains:

A "congruence" model based on self-theory is proposed to account for adult education participation and dropout. Single variable explanations for these phenomena are rejected. It is contended that Participation may be understood as a function of self-institutional congruence and dropout a function of intra-self and self other incongruence. It is suggested that social, psychological and institutional variables typically studied in participation and dropout research merely mediate the congruence-dropout relationship. (Boshier 1973 p.259).

Boshier's model is one example of seeking to relate theories of psychology to social and institutional factors and while it has a consistency with Tinto's model in using congruence and non congruence as key constructs it may now seem dated, especially since no account is taken of the social-psychology of different cultures, and ethnic groups. What the Boshier example points to, especially in relation to Tinto's use of the economic view of human nature as one which essentially calculates costs and benefits in the service of self interest, is that when it comes to building either predictive or explanatory models of wastage there will be conflicting views about human nature and their role in motivation and 'goal commitment'. This is not to reject all attempts to build such models but to acknowledge that they will always be open to criticism. When it comes to applying such models to a country like Qatar it is important that they are

developed with appropriate culture based theories of the purposes of education, motivation and goal commitment.

A further issue relating to Tinto's model is that he seeks to integrate three levels of analysis: the social structural, the institutional and the individual. However, this causes three problems for the operationalisation of the model. Firstly, most of the research in this area does not take into account the different levels that need to be statistically modelled. Secondly, Tinto overcomes this theoretically by reducing the institutional to the individual level, as we saw above but thirdly, there is clearly a difference in the epistemological status of the constructs used in the statistical models used in wastage studies. Part of Tinto's model relates to more 'objective' social status and prior achievement characteristics where scales of socio-economic status and prior exam results will have a degree of validity and reliability while others relate to the motivations of individuals as they self report them. As Tinto points out these motivations may change during the course of a college programme, hence the need for longitudinal study but they also may reflect a student's sense of identity at any given point. If we see college as a period of transition then that sense of identity change may be quite unpredictable. Hence the status of the variables within the model may have different levels of validity and reliability.

Given the broad outlines sketched by Tinto's model the next step is to examine more closely the way in which the different variables in the model have been considered to have an impact on student decisions to stay in college or drop out and to consider other factors which the literature suggests may be germane to whether students consider dropping out.

### **3.3 Developing and Interrogating the Variables in the Model**

#### **3.3.1 The impact of social class background in the creation of ‘at risk’ students.**

It can be hypothesised that socio-economic background may have an impact on whether students are ‘at risk’ from dropping out or failing their courses for several reasons. In western countries, such as Britain, it has been well established that social class background has an impact on life chances (Halsey, Heath and Ridge, 1980) and by implication on access to (Halsey, 1997; Brown and Scase, 1994) and performance at university, where performance is also understood to be related to the issue of completion or dropping out. Naylor, Smith and McKnight (2000) have shown that social class background remains significant in terms of graduates’ first jobs, even after the nature of the university and their A-level scores have been taken into account.

There are at least separate components to social class background that may have an impact on university performance: the income of students’ families, the cultural capital of the family and the work situation of the parents. By the latter is meant whether they are employed or unemployed and whether they have a degree of autonomy over their work situation. Typically, these three merge or come together so that those with high income are also likely to have high cultural capital and a high degree of autonomy in the workplace such as professionals. However, for the purposes of this research it is important to distinguish between them because in Qatar it may not be the way the society is stratified coincides with this ‘western’ model.

□ *Income*

In western terms, income may have an impact on the issue of access to university and on staying on to complete a course. For example, if there are fees attached to going to university this may deter lower income groups from taking the risk of going to university. This appears to have happened in Britain as a result of the introduction of fees by the Labour government and has caused it to re-think its policies. However, once at university whether students can stay on to complete the course may also be influenced by income. Yorke (1999) reports that this is a key factor in wastage in the U.K and one he notes that has not been closely examined by previous research, although Tinto (1982) cites it as an omission from his model.

Therefore, in this research, fathers' income is examined to see whether there is a relationship between income and 'at risk' students. It should be noted that this research cannot investigate the general impact of income on access since the sample does not include those eligible for university but who decided not to attend. But as indicated in chapter 2 (background) once eligible, university in Qatar is free.

□ *Cultural Capital*

This concept was first introduced by Bourdieu (see, e.g., Bourdieu, 1997) and refers to the way in which culture, including that of the formal curriculum is used as part of the conflict between groups for educational and income advantage. Culture, according to Bourdieu is arbitrary in the sense that what is valued and

taught is the outcome of struggle between competing groups in society, in this context he talks of 'symbolic violence'. There has been considerable empirical research to show that there are connections between individuals' cultural backgrounds and the degree to which their cultural background is consistent with that of the curriculum and modes of pedagogy so that those who have defined what is legitimate or valued culture are likely to be more successful than other groups in society. It follows that those who are part of the group that have defined those aspects of culture which are to be valued are likely to be more confident in pursuing their interests within a context that is not alien to them. In contrast, those that are not from this group are more likely to fail because the culture is alien to them. One way this might be expressed in relation to staying on at university is not only through the socialisation achieved through the immersion in the practices and through values associated with cultural capital but also through parental encouragement and advice.

In Qatar, this concept is likely to be more problematic for two reasons. As indicated earlier, the education system is quite recent and for many who qualify to go to university, their parents may have high income but may not be immersed in a 'ruling' or dominant culture which is related to education. In addition, the curriculum of the university may, except for Islamic studies, be considered a western curriculum so that again the idea of a largely uninterrupted relationship between the culture of a dominant group, the families within it and the assumptions of formal educational institutions, are less likely to obtain. Nevertheless, it is important to see if cultural capital does play some role in relation to at risk students.

Here, the educational background of fathers and mothers is taken as a proxy for cultural capital. It will be seen that this is a limited proxy because the concept of cultural capital is far wider than simply what might be denoted by education levels. However, in empirical research of this kind it is probably the most powerful indicator of cultural capital.

#### □ *Fathers' Position in the Labour Market*

Another related variable is that of father's position in the labour market. In western terms this is related to two factors. The first is related to whether parents are employed or unemployed. Unemployment has an impact on mental health (Wilkinson, 1996) and a household in which there is unemployment may lower a sense of optimism and aspiration for the family as a whole. The second relates to the work of Kohn, (1977) and Kohn and Schooler (1983). In this research Kohn and Kohn and Schooler have shown that the degree of power and autonomy individuals have, has an impact on whether they believe they can act upon the world or whether the world simply acts on them. Moreover, Kohn argues that the values associated with the ability or inability to act upon the world is transferred to children. Therefore, the degree to which individuals can be seen to be autonomous in their work may act independently of other factors associated with social class on the issue of going to university and completing once there. For example, if students are ambiguous about whether they should go to university and remain ambiguous once there because they don't really believe they can act on the world by completing a challenge such as a degree then this may make them at risk to dropping out.

In Qatar, the impact of unemployment may be similar to that in the west, especially when so much emphasis is put on the father as breadwinner. However, the structure of status and reward is different in the Qatar labour market, when compared to the west. As we have seen employment in the state sector is seen to have higher status than the private sector. And this may be more important than the position held within either sector in terms of degree of autonomy in work. However, the question was also asked as to which sector fathers were employed in order to test whether this had an impact on whether students were 'at risk' or not.

In his review of the literature Spady (1970) commented that:

Although the socio-economic and academic background of college students are known to influence their overall chances of graduating, the independent influences of these factors on leaving a particular institution are less well documented (p. 68).

However, he observed that Trent and Medsker's (1968) view that family background probably had the greatest influence on the decision to go to college rather than on the chances of finishing was correct. The distinction between the influence of the family on making a decision to go to university and on completion rates is important because it could be argued that by the time students attend university, the influence of the family may be less important because students are, by that age, more their own person.

On this view family cultural capital (Bourdieu, 1997) would extend to the decision to go to university, thus advantaging middle class students but that if working class students, or those from ethnic minorities decide to go then the

influence of family background would no longer apply. However, the literature is ambiguous on this point. For example, Sewell and Shah (1967, 1968) found that after IQ had been controlled for family status had a major independent influence on graduation rates. This may be because students with little social capital are likely to find university intimidating or it may be that the link here is financial. Tinto (1982) in critically reflecting on his own model felt that the influence of financial support for students was missing from his model. This suggests that it might be a family income related component of social class that is significant. It can be argued that in a system such as Qatar's where students go to university free, the income effect of class may be indirect in that it is not the direct effects of, for example, poverty in childhood that have caused low prior achievement grades but the indirect effect of older students needing to help their families out financially that may be a cause of wastage.

### **3.3.2 Factors that May be Related to Social Background**

There are several factors which in one way or another may be considered related to social class background, these include students' prior achievement, type of school attended and the need for paid employment while at university.

#### **3.3.2.1 Students' Prior Achievement**

It can be argued that the measures of prior achievement used to qualify students for university could have a major influence on whether students drop out of higher education. This is because if the qualifying standards are set too low then students may have difficulties in making the transition from lower to higher level intellectual work. However, this assumes that the prior achievement is related to what is learnt at university. Therefore, the links between prior achievement and



university wastage, need to be tested. In this case, the literature has presented ambiguous results. On the one hand, in their review of the literature Pantages and Creedon (1978) claim that 'most socio-economic status variables are not significant when high school GPA (grade point average) is controlled for (p.92), on the other, Kowalski (1982) found that 70 per cent of students who choose to leave prematurely have the ability to complete their programmes. Lajoie and Shore (1981), discussing a study of dropouts at Berkeley found that they had higher verbal ability, had a greater need for independence and were more intellectually oriented than persisters. Given these different results, the need to examine the links between prior achievement and university performance is important.

But success in exams has also been shown to have a social class component even when measures of IQ have been taken into account. For example, Lauder and Hughes (1990) showed that even at the age of 13, when standardised tests of intellectual ability were taken into account, there was still a strong social class component to the public exams subsequently taken. The extensive research supporting this finding is documented in Brown and Lauder (2001).

### **3.3.2.2 Students' Secondary Education**

One indirect indicator of the relationship between income and possibly cultural capital and educational performance is that of the type of school, public or private, that students attended. Private schools are a relatively recent phenomena in Qatar so it was important to see whether buying a secondary school education repaid dividends in terms of ensuring that those who went to private school were more likely to complete their university course.

### **3.3.2.3 Financial Responsibilities While at University and Paid Part Time Employment**

Yorke (1999) found that:

Working class students reported more often than middle class students...that financial problems had exerted a moderate or considerable influence on their withdrawal (p.48)

One way of dealing with financial pressures is to find paid part time employment which raises the question of the effects such employment might have in distracting students from their study, either because of the time it takes and/or because it is a drain on energy.

The above discussion relates to what may be considered more 'objective' data in that it does not directly involve the perceptions of students. However, if we are to understand students' motivations in coming to university and hence their goal commitment to completing their programme we need to ask students directly about their motivations.

### **3.3.2.4 Students' Motivations: Factors Affecting Initial Goal Commitment**

Here, there are several factors that have been taken into account in the literature: economic reasons relating to getting 'a good job', family and peer expectations all have been reported as important in the literature. In addition, other factors such as students' judgements as to the status of the higher education institution they are attending has also been examined. But there are also factors which may be related to motivation that are more important in a country such as Qatar than

in the west. For example, people who are cultured have high status in Qatar, thus is university education seen now as a route to becoming cultured?

In addition, university can also be seen as a rite of passage, a part of human development towards maturity and independence. So that one reason why young people may attend university is to do with their ability to prove themselves as equal to the challenges of moving away from the family and succeeding in education.

A summary way of trying to judge students' goal commitment on entering university is to look at those considering continuing to post-graduate level. This would suggest that they are entering university with a long-term commitment and a degree of enthusiasm which can then be compared with the views of similar groups of students in their third and fourth years.

#### **3.3.2.5 Economic Reasons for Attending University**

The literature which has sought to link vocational aspirations to persistence in completing a university programme is remarkably limited and is part of the wider omission in the literature on the relationship between students' reading of the labour market, the courses they are studying and the influence these have on whether they drop out. Pantages and Creedon (1978) report on studies in which the strength of vocational aspirations are both seen as leading to persistence and studies in which no vocational effect is associated with the likelihood of dropping out from university.

#### **3.3.2.6 Parental Influence**

Perceived parental aspirations have been found to be an important influence on whether students drop out of university (Sewell and Shah, 1967, Munro, 1979, 1981). In this view perceived parental influence can act as both a 'push' and a 'pull' factor, pushing students to enrol and then pulling them through to completion. However, there is a possible problem in the reporting of such an influence since young people may be reluctant to acknowledge such an influence at a time when they are seeking independence.

#### **3.3.2.7 Peer Influence**

This influence can also have a push and pull element. The impact on peers throughout the education system has been well documented.

#### **3.3.3 The Status of the Higher Education Institution**

Different types of institutions have different images and therefore appeal to different types of students. This is called college fit theory, which states that the more congruence there is between the student's values, goals, and attitudes and those of the college, the more likely it is that the students will persist at the college (Astin, 1964). In Qatar, this is an issue because some students can afford to go abroad for their studies raising the question of whether the university of Qatar is seen as a 'second best' option available only for those who cannot afford to travel overseas.

#### **Personal Development Factors Affecting Motivation**

The literature on the psychological characteristics in terms of personal development has been extensive and is best reflected theoretically in Boshier's

(1973) model which relies on Maslow's hierarchy of needs to define academic achievers as growth oriented individuals who are inner-directed, autonomous and open to new experiences. Kowalski (1977) in an extensive review of the literature identified a variety of factors which differentiate persisting from non-persisting students such as maturity, flexibility, having a greater self-awareness, discipline and motivation.

While personal development factors will often be related to whether students drop out or persist, the problem with these lists of characteristics is that they require particular theories for them to be more fully understood and helpful. These theories will often conflict and it is unlikely that they can be transferred from one culture to another. The questions above, asked in this research, relate to factors, which may indicate changes in Qatari society as expressed through young people and hence link possible psychological motivations to social change. For example, has the traditional respect for cultured people been transferred through success in the new educational institutions such as the university? To what extent is success in education seen as a way of proving oneself as opposed to the traditional ways of doing this?

### **3.3.3.1 Internal University Factors**

In developing a congruence between the goal commitment of the individual and the goals of the institution Tinto (1975) identified supportive relationships amongst peers, relationships between students and staff and students' positive views of the academic programmes they participated in and the administrative structures that enabled them to pursue their academic goals.

In relation to peer support Tinto (1975) concludes from his review of the literature that it is individual perceptions of social integration with peers that, including support gained through friendship that is most directly related to persistence? Conversely, college drop outs perceived themselves as having less social interaction that persistence.

Theoretical models of student attrition have also predicted that increased contact between students and lecturers will result in higher levels of persistence, satisfaction and achievement (Spady, 1970; Tinto, 1975; Pascarella, 1980; Bean and Kuhn, 1984). These predictions have been supported by empirical studies. Bean (1985) indicated that for freshman students, institutional fit had the greatest influence on the wastage syndrome. His study showed that among the academic factors, 'academic integration' had a relatively large and consistent influence on institutional fit. In particular, teaching-learning variables have been reported by Anderson and Darkenwald (1979 , p.14) as being far more important than others in accounting for drop out and the extent to which a course or other organised learning activity is relevant to, or congruent with, student needs, and are probably the major determinants of persistence. One study at the Chinese University of Honk Kong reported that students attend for class more regularly if the teacher was perceived as approachable, had opportunities to clarify doubts, and participated in discussions (Lam and Wong 1974).

However, there has also been a debate in the literature on the appropriate relationship between lecturers and students. The ability for lecturers to be friendly, approachable, and unthreatening in a situation in which for many students learning is a risk is clearly important. But the more students and lecturers are seen as collaborators rather than the traditional relationship of

authority figure and subordinate the more the relationship between them becomes blurred and subject to negotiation (Gilbert, 1993). In the example given in Chapter 1, it can be argued that this is one of the problems in Qatar.

Nearly all the focus in this research tradition has been upon either the characteristics students bring to university and the impact of university on their goal commitments. Little attention has been paid to the effects of the ways students might understand or 'read' the labour market. Yet this ought to be an important consideration. The way students link what they are doing at university to the labour market may impact on their motivation. For example, if they do not believe that university will be material in improving their job prospects this may deter them from completing their degrees. Moreover, if while they are studying a job is offered they may well decide to take it rather than risking their chances in the labour market after they have graduated. In this context, the types of signals the labour market sends to students may be important. The more reliable and transparent the signals are the greater confidence students will have in them and therefore the relationship between what they are studying and what they can reliably expect from the labour market.

#### **3.3.4 The Role of the Labour Market as a 'Pull Factor' Motivating Students to Complete Their Studies**

The role of the labour market is frequently seen as a causal 'pull' factor in motivating students to complete their studies. Conventionally in western societies the 'pulls' involved are the attractions of a career or job with prospects for higher earnings, social status and stability. Moreover, along with these sources of motivation the intrinsic motivation of being able to undertake an occupation,

which is consistent with students' interests and specialisations at university, may be a factor. In contrast, the prospect of unemployment in a 'loose' labour market may act as a de-motivator since all the motivating factors listed above are absent. Four sets of relationship between university and the labour market can be modelled. These are:

- (1) That university, through the curriculum, specifically prepares students for particular occupations in the labour market. In this case where supply and demand for graduates remains, approximately in equilibrium and is perceived as such by students then the labour market ought to act as a motivator.
- (2) That university prepares students for a broad spectrum of occupations through a general education. For example, arts graduates may consider a range of jobs in the service industry concerned with communications, while commerce graduates will be qualified for a range of occupations in financial services and so on. In this model employers capitalise on this general education by further training which tailors this broad education to specific demands of a job. Where supply and demand for graduates remains, approximately in equilibrium and is perceived as such by students then the labour market ought to act as a motivator. Where there is high graduate unemployment this may act as a de-motivator.
- (3) The above two possibilities assume there is a purely 'technical' relationship between what is learnt at university and the demands of the labour market. However, it has long been recognised that status and social conflict underlie the links between education and the labour market (Collins, 1979). There is a competition for jobs between groups in which some jobs are seen as more prestigious than others and in which only those from the relevant social



background and with the 'right' personality characteristics are likely to be recruited (Brown and Scase, 1994). The question then arises as to whether students see the process by which they may have access to a job, once they have their degree as fair. If the competition for jobs is not perceived as fair then this also may prove to be de-motivating.

- 4) Finally, all the above, assume there is a strong relationship between university qualifications and the labour market. The first two assume there is a meritocratic relationship, while the third assumes that the link between qualifications and the labour market are an indicator of unwarranted privilege rather than meritocracy. However, these assumptions relate more directly to the west than necessarily Qatar because the links between qualifications and the labour market are relatively new there and it may be that other factors such as nepotism still remain.

Given the key issues concerning the links between education and perceptions of the labour market outlined above and the characteristics of the Qatar labour market, there are four questions that this part of the study will seek to address. These are:

- Do students see a relationship between what they are studying and jobs available in the labour market: If so would they prefer to apply for jobs related to their field of study?
- Why do graduates fail to get jobs?
- Is there an equal opportunity for all graduates to get jobs?

If they believe there is a linkage between what they study and access to jobs then we can expect the prospect of getting graduate level work will act as an incentive to complete their studies. If on the other hand, they believe there are problems with the linkages between higher education and the labour market such that there are factors which make it difficult for graduates to get jobs such as inequality of opportunity because jobs are allocated according to social ties more than merit or if there is high graduate unemployment, then all these factors may act as disincentives to the successful completion of their degree programmes.

### **3.3.5 The Heuristic Model**

Given the discussion above we can summarise the heuristic model as follows:

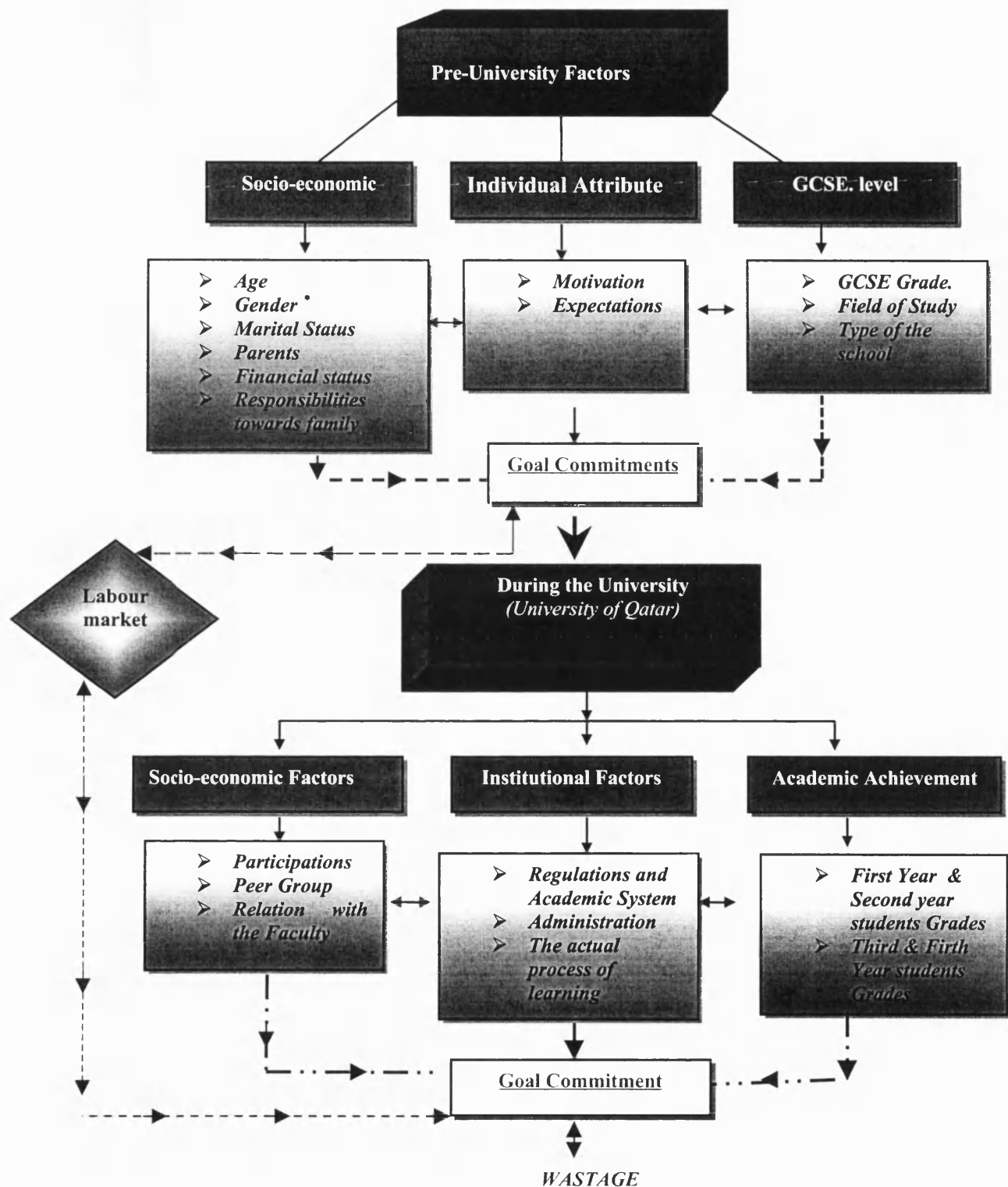


Figure5.1: The heuristic model of wastage At University of Qatar

\* Considering the status of women in Qatar

In this model students enter the university with a set of background characteristics and motivations which inform their commitment to their goals, which will include, as a primary goal, gaining a degree. The experience at university of their peers, faculty, academic programmes and administrative procedures and support will effect their sense of self-development, motivation and goal commitment, as will their reading of the labour market. Combined these influences will generate the conditions for their academic success or failure in the sense of dropping out. It should be emphasised from the discussion in Chapter 1 and above that this is a model to guide data collection, to examine relationships between variables and to inform the way the data may initially be interpreted. More will be said about these issues in the following chapter. The model should not be seen as *one* broad hypothesis to be tested but rather as a way of thinking about a complex set of relationships at various levels, as described above.

### **Conclusion**

This chapter has sought to review the literature in order to develop a heuristic model, which may guide the research in this study. It has noted that over time the research in this area has become increasingly theoretically complex as well as in the sense of taking new variables into account. It also noted that while much of the research has had the aim of prediction, underlying it are different theories of human behaviour in organisational contexts. In this respect it has sought to stress that while many of the variables used in previous research may be helpful in guiding this research, the way these variables are understood and related to one another may be quite different in Qatar to western countries.

## CHAPTER 5

### THE QUANTITATIVE DATA

#### 5.1 Introduction

The quantitative analysis is set out according to the heuristic model developed in Chapter 3 as follows. In the first section the socio-economic background and its influence on students' probability of being 'at risk' is analysed. Following this, there is a further analysis of what may be termed variables, which may have an 'indirect' relationship to family background. Students' prior achievement scores are analysed to see what impact, if any, they have on their likelihood of being 'at risk', this is followed by an analysis of the type of school, public or private, students attended, whether they hold a part-time job while studying and whether they have family financial responsibilities. The latter may be related to marital status and age and these variables are also examined.

In the second section, we examine students' reasons for attending the university of Qatar in an attempt to identify the patterns of motivation that have led them to enrol. Here we look firstly at the other side of the coin to socio-economic background to ask whether students' parents wanted them to attend university. This is followed by another 'push factor' that of the influence of their peers in their decision to attend university. Questions of economic rationality or a possible major 'pull' factor are then analysed, in particular whether they link university participation to the labour market.

These questions are then followed by a further series, which relate to issues of social status. Here issues of students' perceptions of what they see as factors raising their social status are inseparable from their judgements about the reputation and standing of the University of Qatar. In terms of our heuristic model, goal commitment to staying on at university has been seen to be related, in the literature, to students' judgement as to whether they are studying in the 'right' institution. In this case, the 'right' institution may turn on money. The first question, which may be peculiar to Qatar, relates to the issue of whether students are attending the university of Qatar because they do not have the financial backing to go overseas to university. This is followed by a series of questions examining students' views about the university's reputation and its ability to enhance their own standing in the community.

Finally, in this section students are asked about the limited choices available to them in terms of subjects studied at the university, their expectations of university, the way they may have changed over time and a last question which is designed to examine the extent to which education has an influence on the tight family structure in Qatar. In the west, university education may be seen as part of a young person's rite of passage, it means leaving home and living independently. For many, it could be argued that the decision to go to university is in part a deliberate act of independence by young people. It is interesting to see to what extent this is also the case in Qatar. It addresses possible, underlying yet powerful motivations for attending university.

In the third section, factors that come into play, once at university are examined. Here students' interactions with peers, with faculty and with the university

administration are examined. Having analysed these factors we move on to look at the outcomes of these interactions by looking at student's opinions of their intellectual development at university.

In the fourth section, we examine students' views of the relationship of university education to the labour market. As argued in the literature review, there has been no research done on how students view the labour market. In Qatar as we have seen their views are likely to be different, if not more complex, than those of their western counterparts.

## **5.2 Section 1: Socio-Economic Background and Wastage**

### **5.2.1 Family variables and their relationship to 'At Risk' Students**

It will be recalled from Chapter 3 that social class or background variables can be broken down into three elements: education which stands as a proxy for cultural capital, income and position in the labour market. Typically, in the west these three elements combine to produce a class position so that those with low education are more likely to have low income and are more at risk of being unemployed. It was argued that in contrast in Qatar these variables are less likely to be combined in this way since the labour market is structured differently as is the status structure of the society to some extent. However, a question may be raised as to whether the transmission of culture is gender divided in Qatar so that, for example, it may be women rather than men that have the responsibility for transferring the values and aspirations associated with education. For example, in the west, Clifton (1980) found that the education level of fathers had a greater

impact on students' educational performance. We begin by looking at the first year sample.

**(a) Fathers' Education**

In order to ascertain the levels of fathers' education, respondents were asked to say whether their fathers were in one of the following categories; (i) illiterate (ii) were able to read and write (iii) had some or completed primary education (iv) had some or completed preparatory education (v) had some or completed secondary education and finally (vi) had attended or completed higher education. The category of being able to read and write referred to lessons given at the mosque rather than learning through the formal education system.

It can be seen from Figure 5-1 that about 14.8 per cent of the sample's fathers were illiterate, 19.7 were able to read and write, 9.9 had primary education, 14.3 preparatory, 19.3 had secondary education and 19.7 per cent had a higher education degree. It will be clear that as compared with the west, where for example in Britain a significant proportion of students come from families where fathers are degree holders, the situation in Qatar is quite different with over 40 per cent having less than secondary education and only approximately 20 per cent having a degree. Under these conditions, it is less likely that fathers cultural capital as represented by a degree will have the kind of influence that it has in the West.

Interestingly, students' responses showed no significant difference between genders [ $\chi^2 = 2.13$ ; Df. = 5; Sig. = .82]. A similar pattern is evident in relation to fathers' education and the third and fourth year students. In both cases, there was



no significant relationship between fathers' education and the likelihood of students being 'at risk'. [Chi=6.01;DF.=5;Sig=.30]. Given the young nature of higher education in Qatar this outcome is not surprising. It could be argued that education as an element in the status system is still in its infancy and as such has not had time to harden into a structured system of class advantage in terms of 'culture'. Instead, we might relate this outcome to modern views of Qatari society and its requirements to raise the current living standard. Qatari youth without university degrees may experience rejection by the society and since it is a small society, this sense of the importance of education among the young may be widespread among them. It may be that it will be in the second generation of those going to university, i.e. the children of the current generation for which relationships between fathers' education and that of the children will be stronger, thereby drawing boundaries around the aspirations of some youth (those whose fathers have university degrees) and not others.

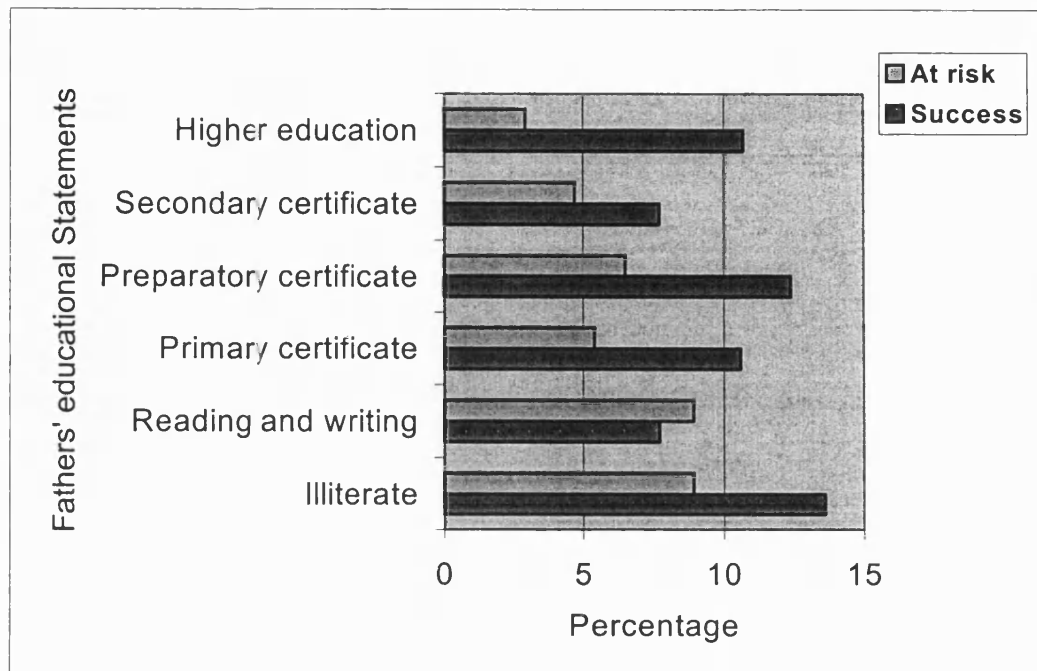


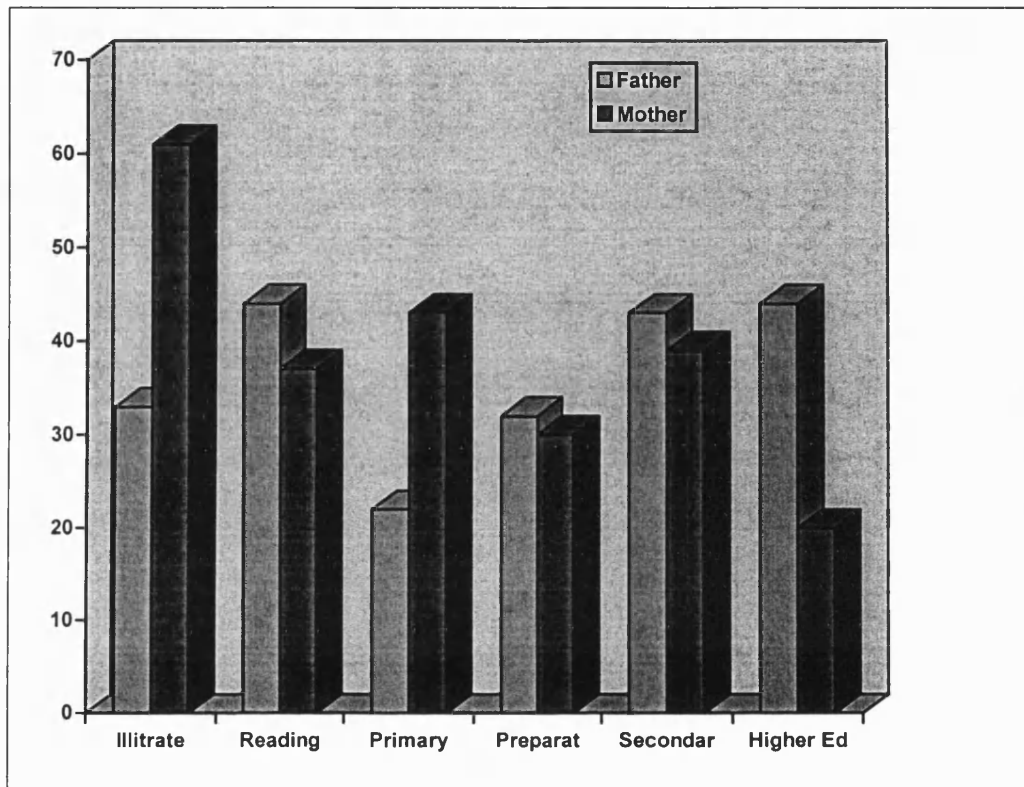
Figure 5-1 Fathers' education and students' 'at risk'

It can be seen from this figure that there is a weak trend between fathers' education and students 'at risk' however the relationship is not sufficiently strong to be significant.

**(b) Mother's education:**

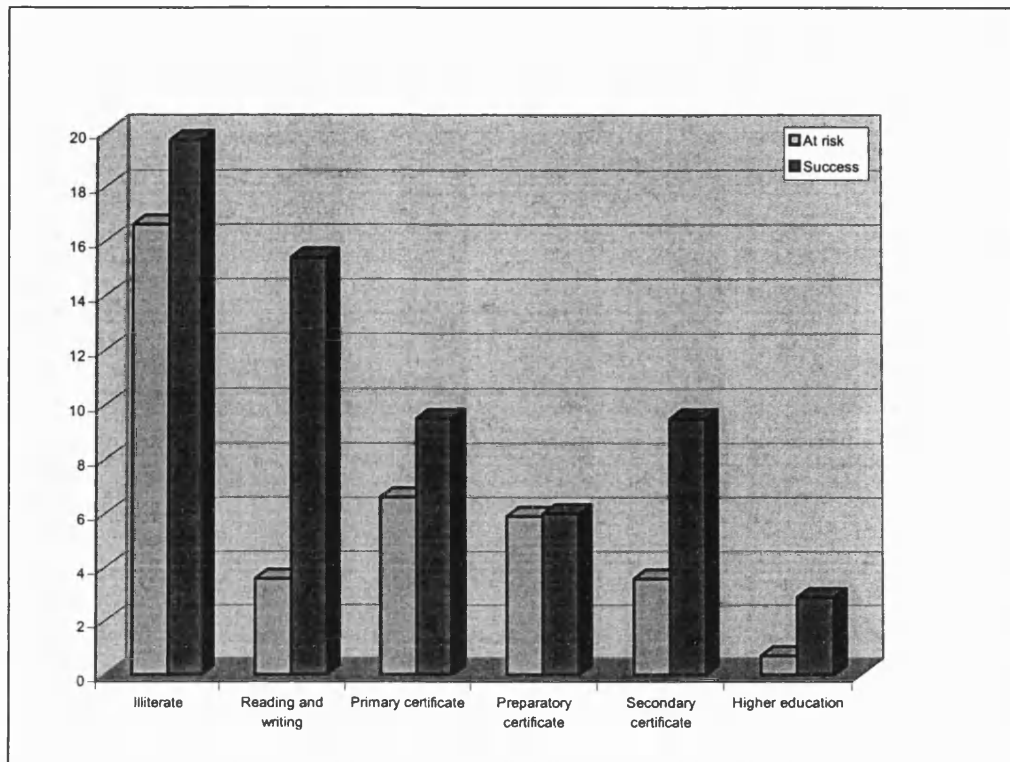
In relation to mother's education the data show that 27.7 per cent were illiterate, 16.8 could read and write, 19.5 had primary education, 9.1 preparatory education, 17.7 secondary education, and 9.1 per cent had higher education. There was no significant difference in mothers' education and students' gender [ $\chi^2=4.29$ ;  $Df=5$ ;  $Sig=.50$ ]. In other words, the daughters, for example, attended university irrespective of their mothers' education. Nor was there a significant relationship

between mothers' education and 'at risk' students. Overall, family education for first year students is summarised below in Figure 5-2.



**Figure 5-2: Families' education for first year students**

The levels of mother's education of third and fourth year students were similar to the first year students. The results show that there was no significant relationship between mother's education and students being 'at risk'. [ $\chi^2=10.8$ ;  $DF=5$ ;  $Sig.=.60$ ].



**Figure 5-3: level of mothers' education of third and fourth year student**

Again, a trend can be discerned between mothers' education and 'at risk' students but there relationship is not strong enough to be significant. It will be readily apparent that fathers, overall have a higher level of education than mothers reflecting the previous customs in Qatari society.

**(c) Fathers' employment and students academic status ('at risk' or not)**

In Chapter 3 it was argued that the structure of the Qatari Labour market was different to that of, for example, Britain. In Qatar, prestige is attached to working for the public sector rather than the private. However, it was also argued that unemployment, especially for those who depend for their income on paid work may have a similar negative effect to that documented in the West.

Figure 5-4 shows that about 74.9 per cent of first year students' fathers were employed and 25.1 per cent were not. The latter may be related to retirement, death or illness. No differences were observed between genders [ $\chi^2 = 1.03$ ;  $Df = 1$ ;  $Sig = .30$ ]. Of those whose fathers were employed we asked respondents to say in which sector their fathers were employed, private or public. 72.9 percent were employed in the public, and 27.1 in the private sector.

Third year fathers' employment showed that 66.5 per cent had a job and 33.5 per cent did not. The results show no significant relationship between fathers' job and students being 'at risk' [ $\chi^2 = .71$ ;  $Df = 1$ ;  $Sig = .39$ ]. 45.5 of fathers were in the public sector and 26.1 per cent in the private. Again working in the government or private sectors did not relate to students being 'at risk' [ $\chi^2 = .69$ ;  $Df = 2$ ;  $Sig = .70$ ].

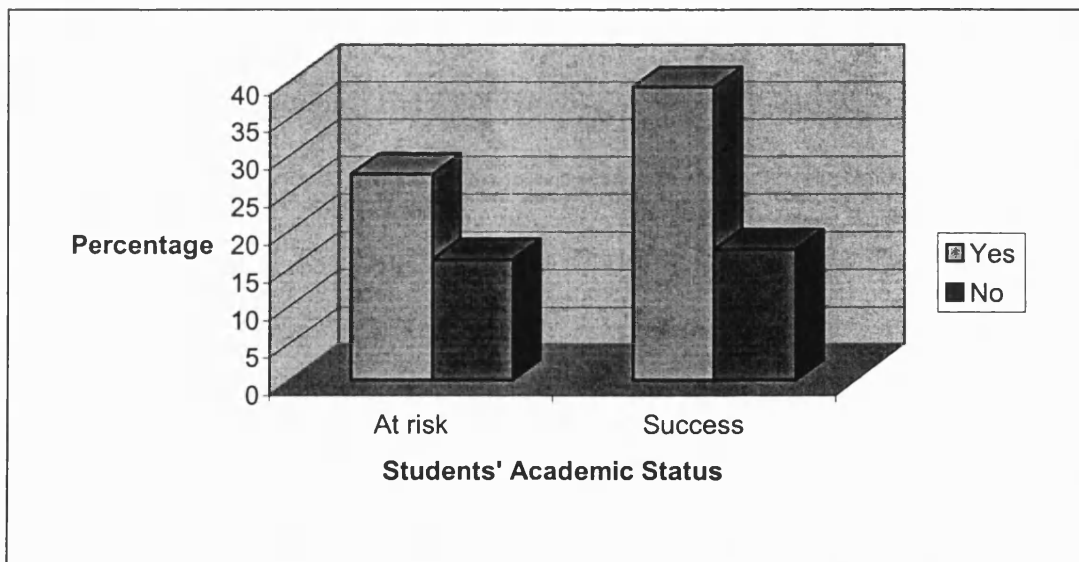
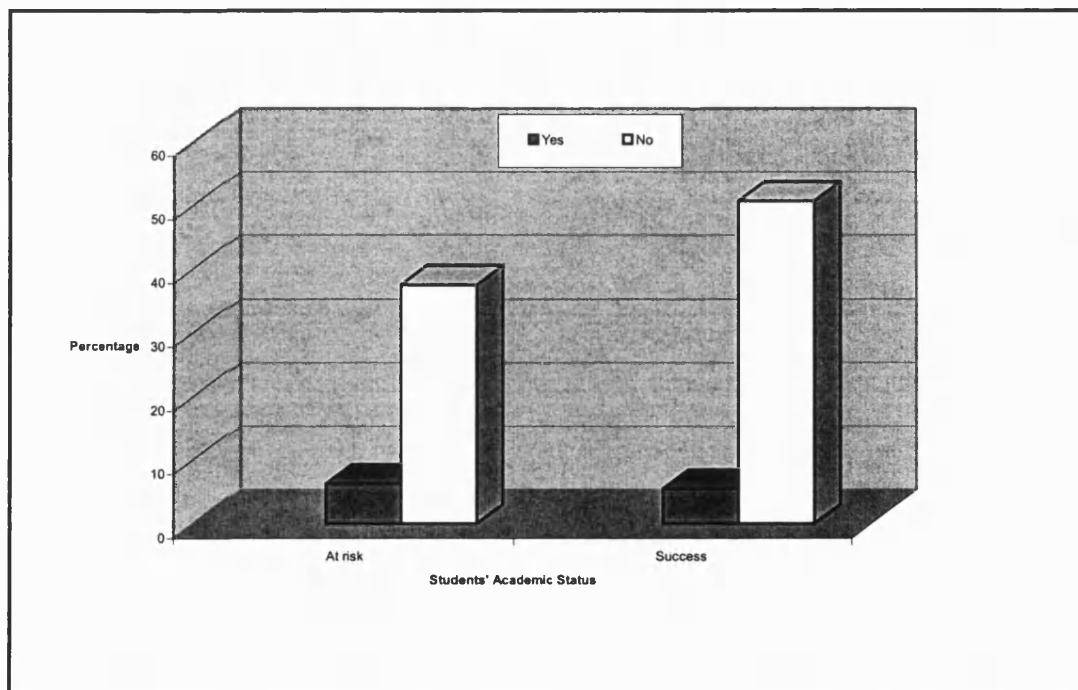


Figure 5-4 Father's employment and students' academic status

**(d) Mother's employment**

Only a few students' mothers were employed. The results show that 11.4 per cent have a job and 88.6 do not. Of those mothers who have a job about 76.9 per cent of them work in the public sector and 23.1 per cent in the private. Of third and fourth year students' mothers 11.8 per cent had a job and 88.2 per cent were not employed outside the home. 73.3 per cent of those employed were in the government sector and 26.3 per cent in the private sector. The results indicate that there is no significant relationship between mother's job and 'at risk' students. [Chi.= .65; Df.= 1; Sig= .41]. Traditionally, in Qatar, mothers with older children mostly are housewives, and these data show that there is a very little influence by working mothers on whether their children pursue higher education.



**Figure 5-5: Mothers' employment and students academic status**

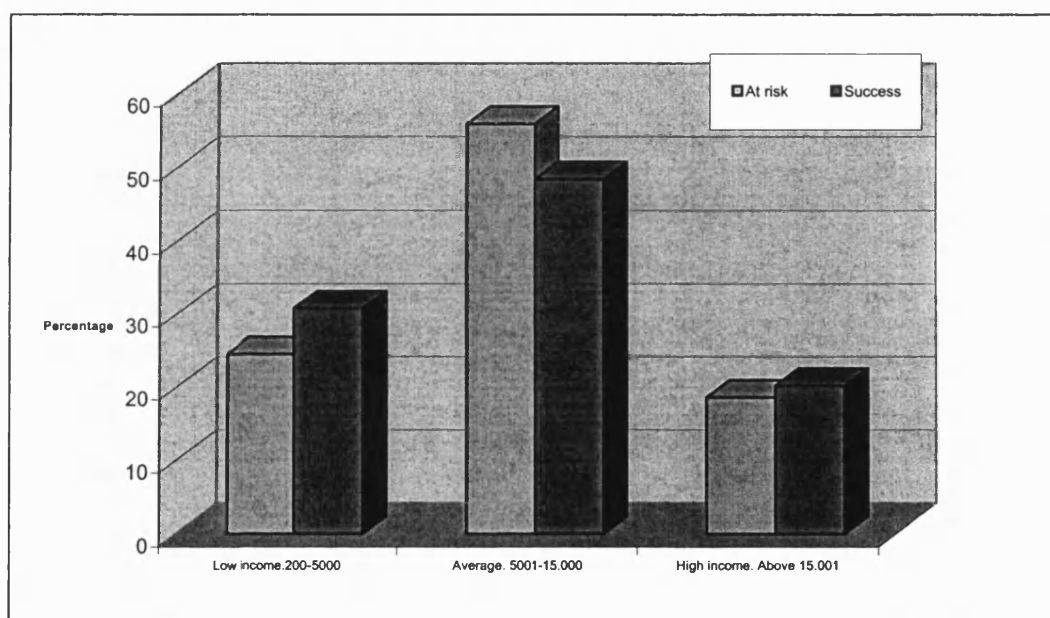
In summary, the findings show that there was no significant relationship between parents' education level their occupational status, and students' academic status. If these factors, which are often associated at least with gaining access to university in country's like Britain and America, are not a factor in whether students are at risk of dropping out, what about the third element associated with social class, income.

**(e) The financial status of students' families**

In this part of the analysis we divided the first year families in our panel into six categories of family income based on the following: A maximum monthly income of less than 2500 QR (8 %), 2501-5000 (28.5%), 5001-10000 (27.5%), 10001-15000 (14.5%), 15001-20000 (13%), more than 20000 (8.5%). The data show that there is no significant difference between the earnings of students' families according to their gender. [Chi. = 5.56; Df.= 5; Sig = .35]. Female students' families were not, therefore, significantly richer or poorer than male students' families. More than 56% of students' families have an income around 2501 through 10000 QR. The data on third and fourth year students indicate that their parent's family financial status is similar to the first year students. The percentages are as follows: less than 2500 QR (5,5%), 2501-5000 QR (19.7%), 5001-10000 QR (31.5%), 10001-15000 QR (14.6%), 15001-20000 QR (3.4%), More than 20000 (13.5%).

When family income is related to students' academic status, there is no significant relationship between the financial status of the family and student wastage [t-test=. 31; Df.= 146.74; Sig=. 756]. So again it appears that the particular stage of

development of Qatari education in relation to society is one in which the kinds of relationship that have come to be expected in the west do not obtain. Indeed, it will be seen from Figure 5-6, that the highest probability of being 'at risk' is among students of average income. In itself, this may seem surprising because it could be argued that the sons and daughters from the highest income families have less to lose by dropping out at university but in fact they are less likely to drop out, although there is not much in it.



**Figure 5-6 Students' families financial status**

The fact that the relationships between these family background variables and 'at risk' students are weak may be some of the reasons given above, which are peculiar to Qatar but another, although not mutually exclusive explanation, may be that once students arrive at university, they are sufficiently independent and mature so that the influence of parents weakens rather than continues. It is



extremely difficult to test between these hypotheses because it is so difficult for individuals to reflect and report accurately on the levels of influence parents might have when they are undergoing the transition to adulthood. We will return to this issue when we examine whether parents had an acknowledged influence on the decision to go to university.

### **5.3 Students' Motivations for Attending University**

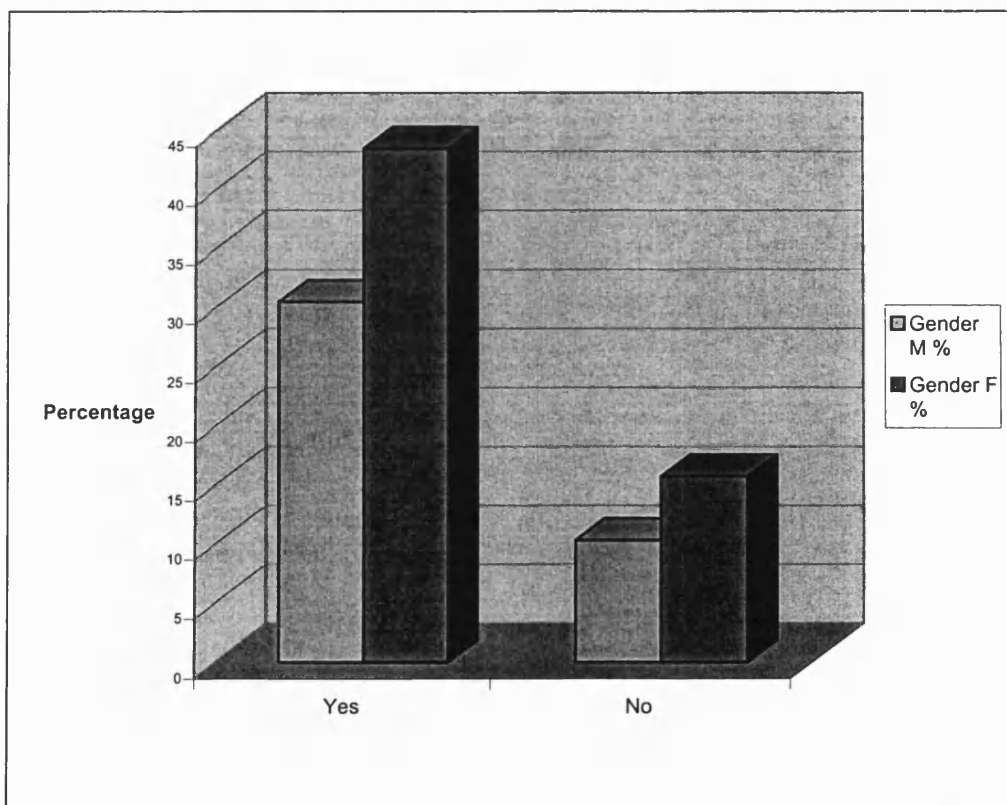
Making a decision to apply to university is based on various reasons. Economic, social, cultural and psychological variables in turn could explain why students have chosen to attend university. In this part of the study, these variables are analysed to see if they might contribute to an explanation for why students have come to the University of Qatar.

#### **5.3.1 Economic Reasons**

The first question asked concerned students possible economic motivation. In Britain and other western countries, a major reason for students attending university has to do with their prospects in the labour market (Brown and Scase, 1994). Is the situation similar in Qatar? Did students think that, the university gave them a better opportunity for access to good jobs after graduation?

About 74 per cent said that this was an important reason while 26 per cent specified that attending university was not important in getting a good job. There was no significant difference observed between the genders in terms of whether they thought attending university was important for getting a good job. [Chi.=

.043; Df=1; Sig=.835]. However, it will be seen that more women than men thought it was important for getting a good job. One of the most important factors in Qatar society is that males dominate it, and this gives women a very strong incentive to compete with men. Having a degree gives women a better chance to compete for jobs, which traditionally have been offered to men. As for men, having a degree would offer them an extra financial reward as well as the chance of getting a good job. As the figures in chapter 2 show, men are still the main bread providers to the family. It is for this reason perhaps that of those that do not consider university a route to getting a good job, women are in the majority.



**Figure: 5.7 Students' views about whether graduating from university would give them better access to good jobs.**

Labour market fluctuations effect the demand for higher education workers. In this case, students were asked to what extent not finding a job determined their

decision to go to university. The results show that only 10.3 per cent were influenced by the view that they should go to university because of the absence of available jobs. There were no significant differences between genders [ $\chi^2 = .39$ ;  $Df = .1$ ;  $Sig = .53$ ]. In fact, the majority of students did not think that the prospect of unemployment was a consideration in applying to university. Most of the students as the results show saw graduation as a means to a better job. Jobs only requiring qualifications, offer lower income, and lower social status.

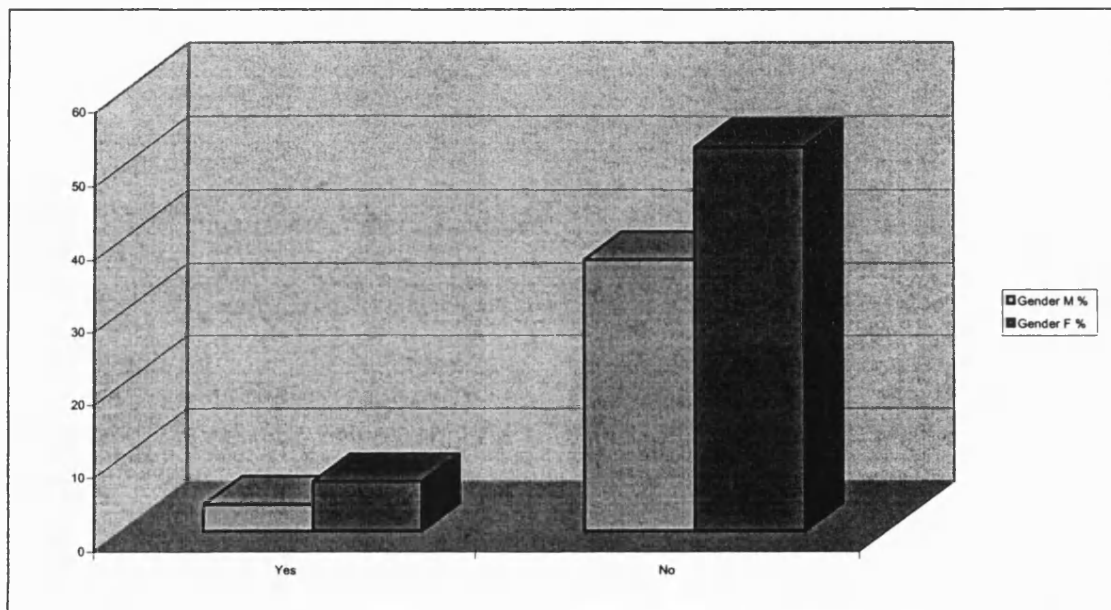


Figure: 5.8 Students' views as to whether they attended university because they could not find a job.

### 5.3.2 Family and Peer Pressure

Family and peer pressure may affect both students' decisions in applying for university and to complete their degrees. Here the first issue was whether first year students recognised and acknowledged parental pressure for them to attend. It appears to be a relatively important factor. About 52.9 per cent said it was

important, 47.1 said it was not. Of course it is difficult to get an accurate picture because students seeking independence may not wish to acknowledge what may be a reality -that their parents have in one form or another influenced their decision to attend university. Interestingly, males and females responded differently [ $\chi^2 = 44.46$ ;  $Df = 1$ ;  $Sig = .00$ ]. It seems that males are much more under pressure from their families to attend than females because they are still seen as the major breadwinner in society. Usually families are more proud of the 'success' of their sons for this reason. What is significant is that it might be expected that it is the males, who would not acknowledge such pressure but a large proportion do.

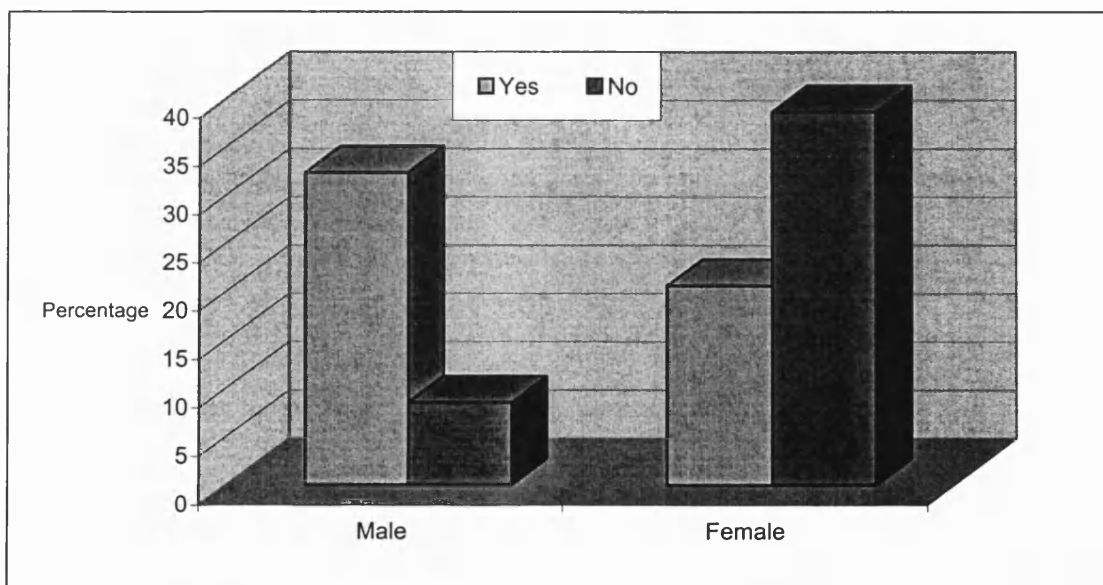


Figure: 5.9 Students giving parental wishes as a reason for attending university

It was shown in the literature review that peer pressure might also be considered a significant factor. The majority of students believed that their friends did motivate them to attend university, 70.9 per cent. Again, being male or female made no significant difference to whether peer pressure was a factor. [ $\chi^2 = .20$ ;  $Df = 1$  ;

Sig= .64;]. That said, the influence of peers may be different for males and females. The restricted freedom of females in Qatar society may encourage them to apply to university since it will give them the opportunity for mixing with their friends. In this respect, these results may reflect the very few opportunities for females to actually leave the house and be involved in activities with others outside the family.

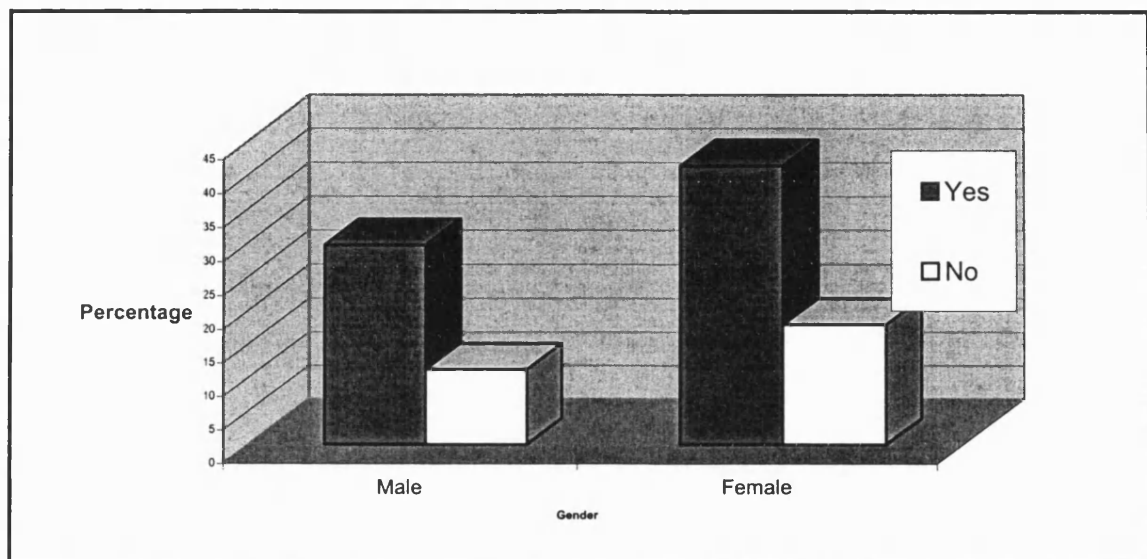


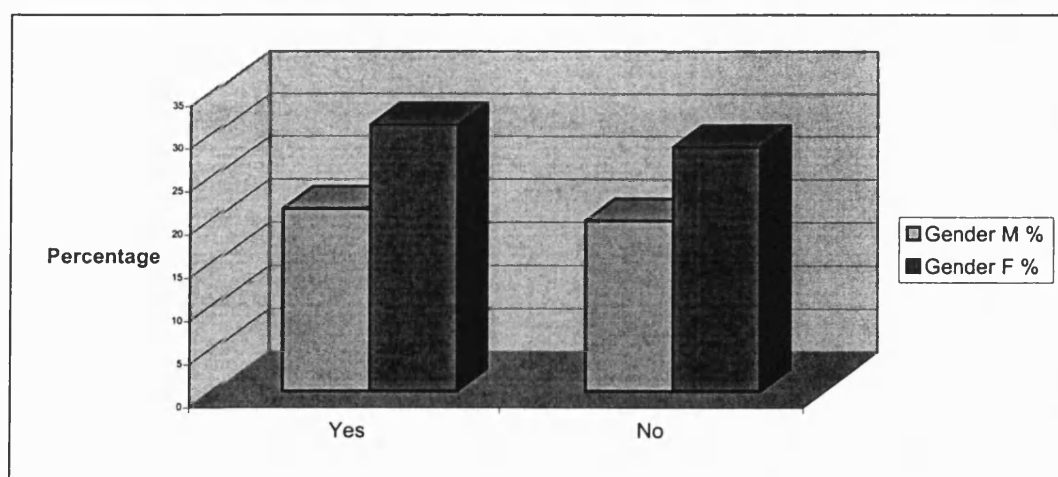
Figure:5.10 The Influence of peers in enrolling at university

### *The Status of the University of Qatar as a 'Pull' Factor in Students Enrolling.*

One of the factors to emerge as possibly significant, from the literature review, concerned the question of whether students felt that they were at the 'right' higher education institution: in the sense that it suited their qualifications, educational aims and was of an appropriate status. In Qatar, the issues around this question are different to many countries, since the only choice other than the university is to go overseas to study. This in turn has financial implications. So, if students preferred to go overseas and saw the university as 'second best', this might have

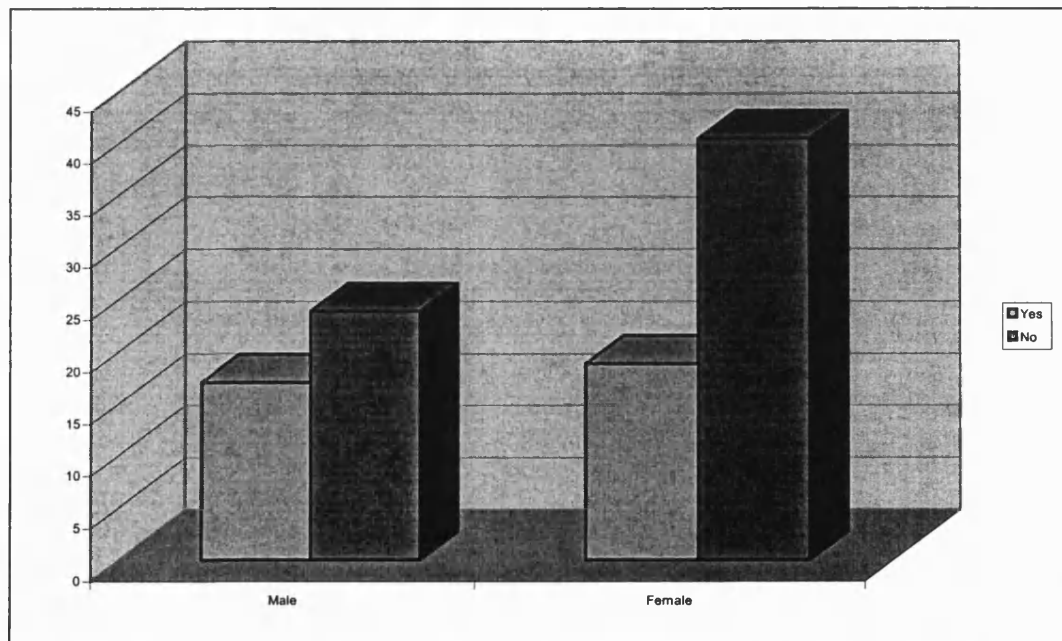
an impact on their motivation or goal commitment to complete their studies. In order to find out about this several questions were asked.

The first asked students whether they were at the university of Qatar because they did not have the finances to study overseas. About 52 per cent said that they were studying at the university because they could not afford to travel overseas while the remainder preferred to study in Qatar. These results suggest that there may be a penalty as far as choice of university goes for poorer students. However, given the previous analysis, which showed there was not a relationship between family income and being 'at risk' it appears that the financial factors involved in limiting choices did not translate into discouragement at being at the University of Qatar. The data show that women were less likely to believe that they could not afford to travel and less likely to 'prefer' to study at the university. The reason for this difference in responses, which is significant [ $\chi^2=4.58$ ;  $Df=1$  ;  $Sig=.032$ ], may be that tradition does not allow young women to travel overseas to study on their own.



**Figure: 5.11** Students' attends the university because they do not have the financial support to study overseas.

The next question was directly related to the reputation of the university. To what extent were Qatari students influenced in their choice of enrolling because they thought the university had a good academic reputation. Only 36 per cent thought the university had a good academic reputation and this may, therefore, be considered a 'pull factor' for them. In this case there was no significant difference between genders [ $\chi^2 = 2.30$ ; Df. = 1; Sig. = .129;]. However, the majority of students did not consider the university to have a good academic reputation. Here students' limited experiences of higher education coupled with a widespread perception that the University of Qatar does not provide degrees of comparable standing to those offered abroad may have led to this result.

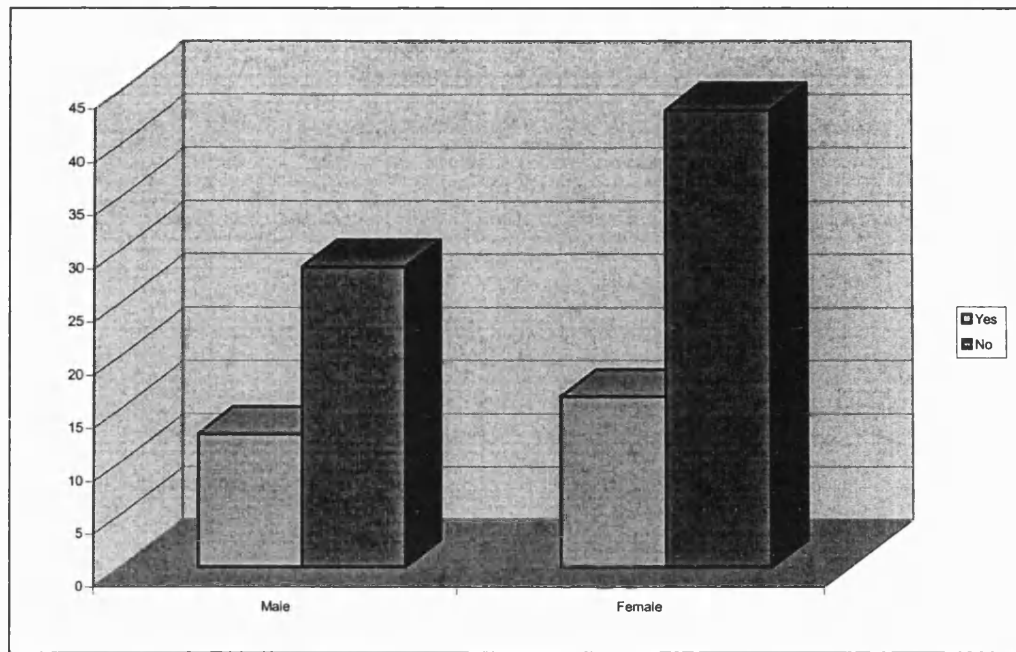


**Figure:5.12** Students' views of whether the university had a good academic reputation

Clearly, a majority of first year students believed that the university did not enjoy a high reputation. Nevertheless, it is hard to argue that this has had a major effect in the creation of such high rates of wastage. Many might have preferred to study overseas but lack of income does not seem to have had an effect in determining which are 'at risk'. If anything, this low reputation may have contributed to later experiences to provide a cumulative sense of an ineffective institution. However, before moving to such a conclusion we need to examine students' views of particular aspects of the institution. Much of the subsequent analysis will concentrate on the views of the second panel of third and fourth year students who have had time to experience the university at first hand. However, we did ask first year students about one key aspect of their experience, which concerned the relative lack of choice in subjects studied. It will be recalled from Chapter 2 that the subjects and grades studied at GCSE had a strong influence on the choices students could make.

Here the question was one of whether the lack of choice was an issue for them. About 28.7 per cent thought it was. The majority, however, did not seem to be concerned. This might have been because they had not really experienced or fully understood the possibilities that university opened up for them. The key question in this regard is what they might think two years later and it is one that we shall follow up. There was no significant difference in the views of young men and women on this question.[Chi=.045; Df=1; Sig=.45;].



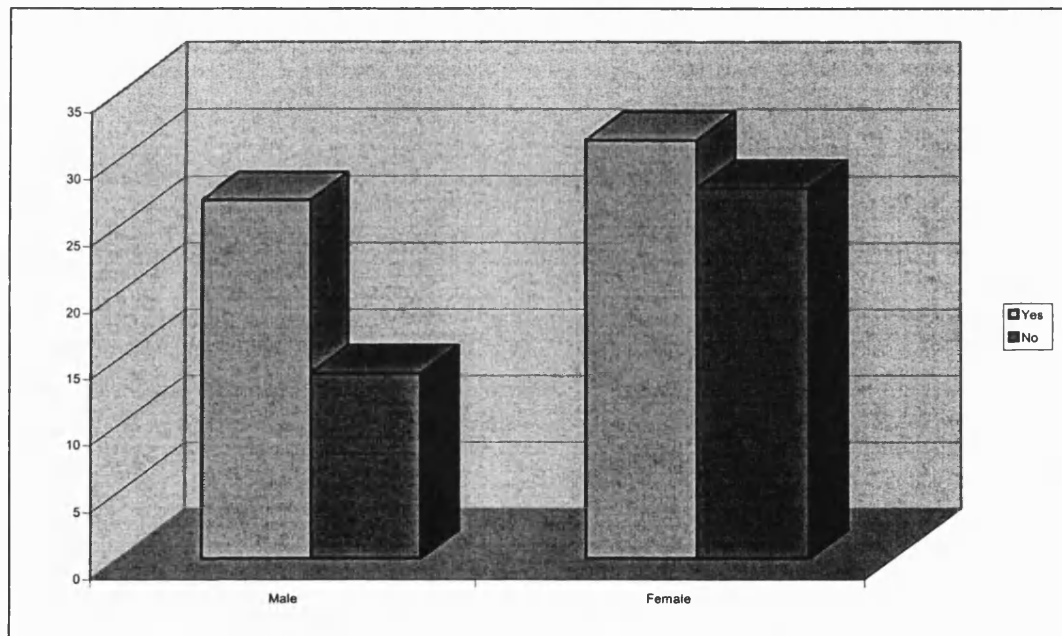


**Figure:5.13.** Students' views on the influence of GCSE subjects on their choices at university.

Having looked at economic and social variables we now look at social-psychological variables relating to their development. The Influence of Social-psychological variables on goal commitment to University. Several variables were included in this section in order to examine students' views about their personal development. Some of these may be considered culture specific to Qatar, such as whether they saw university as an opportunity for becoming a more cultured person. Others, such as the opportunity of moving away from home, may tell us more about possible differences between Qatari and British culture, while the variable, the opportunity to prove oneself through the challenge of going to university may be more common to all young people, although understood differently in different societies.

One of the features which will attract students to university in Qatar concerned the regard with which learned people are held in that society. Becoming a more

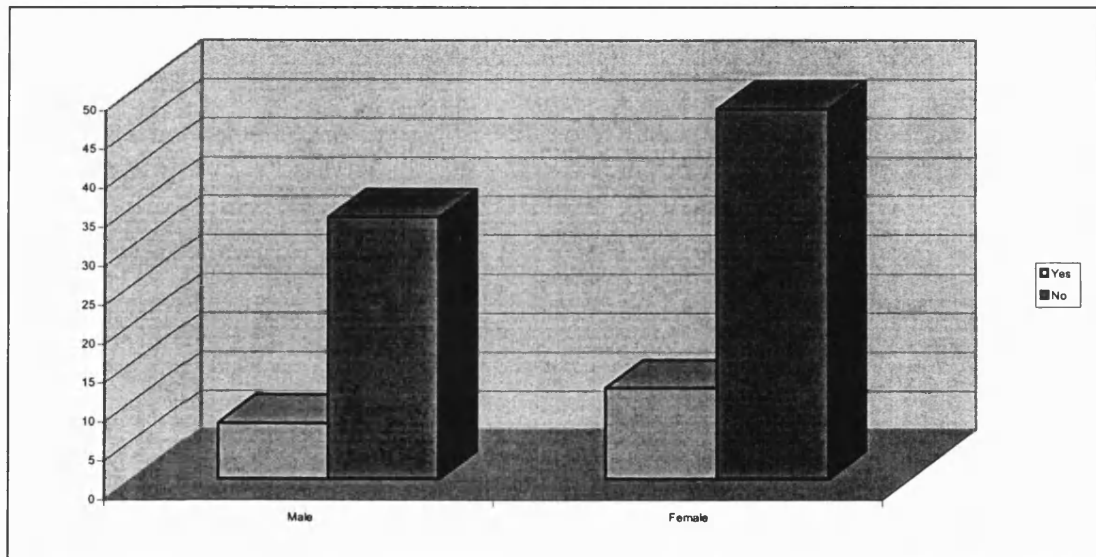
cultured person, through education is seen as commendable. When asked about this it was clear that students did consider it important. About 58.3 per cent said that this was a reason for coming to university. The view was emphasised more by female students, than males reflecting perhaps an aspiration to be recognised as cultured beyond the family realm. [Chi.= 3.72; Df.=1; Sig=. 053].



**Figure 5.14: Becoming a more cultured person as a reason for enrolling at university**

Students were then asked about the opportunity to live away from home. In the west this may be seen as important for attaining independence. Traditionally, in Qatar the dominance of the family in society has meant that Qatari youth have not seen leaving home as central to their development. If, then, a significant proportion felt that this was one of the attractions of university, then it might

register a fundamental shift in the outlook of the younger generation of Qatari's. However, most students disagreed that they wanted to get away from home. Only 18.8 per cent said they did. No gender difference was observed [ $\chi^2=.158$ ;  $Df=1$ ;  $Sig=.690$ ]. Although it is noticeable that a higher percentage of female students felt that leaving home was not important and that it was suggesting, perhaps, something of the different ways in which young Qatari women are being pulled by tradition and modern influences.



**Figure: 5.15 Did students' think that getting away from home was a reason for applying to university**

The next question concerned students' views about whether they saw university as a rite of passage in proving their independence. Students were asked if study at university was a way of proving that they could succeed in life on their own. 40.8 per cent said that it provided such a challenge.

It will be apparent that the majority of students answered in the negative to this question and this may be because they see the larger challenge of getting a job and hence university and a degree are just a means to that further end. It will be recalled that some 70 per cent of students said that an important reason for coming to university was to improve their job prospects.

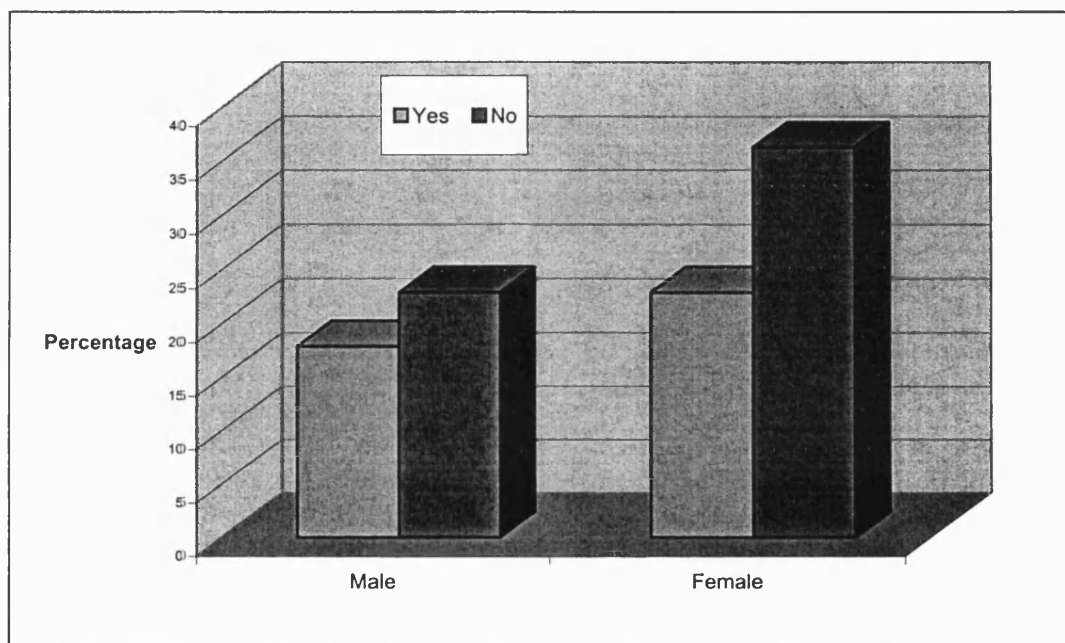


Figure:5.16 The challenge of university study in proving students' ability to succeed in life.

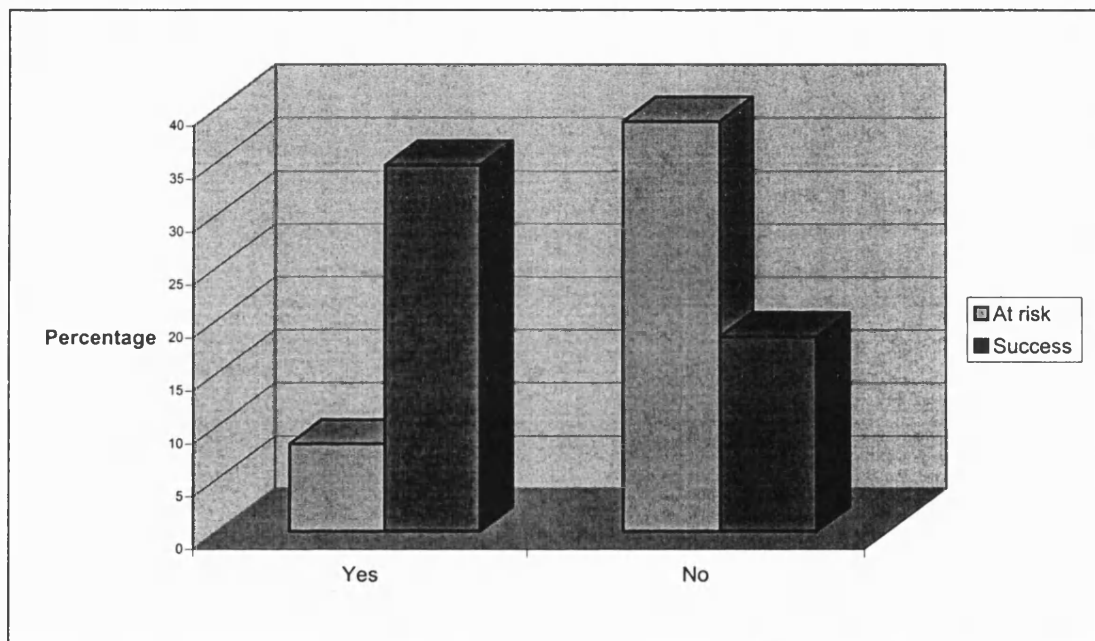
In looking at these personal motivations it seems clear that economic, family and peer group pressure are 'push' factors of some strength in students applying to university, remembering that many familial 'push' factors may remain unacknowledged. Equally, the wish to become 'more cultured' had some influence. However, the desire to leave home and the challenge of the university as a way of proving oneself in life were less obvious factors.

Finally, in this section we examine first year students' expectations of university by looking at their desire, at this stage, to continue studying after their first degree. Arguably, this desire can tell us something about how positively they view their studies. We then compare these expectations with those of students from the third and fourth year panel to see to what extent the experience of university may have changed their expectations.

### 5.3.3 Changing Students' Expectations of University Life

First year students' views indicated that over half of them were hoping to pursue their studies after graduation (57.4%). However, they were more interested and motivated in continuing their university study than Third year students who had a rather different point of view. 41 per cent of them wanted to continue. Perhaps not surprisingly, the findings show that there is a significant difference between 'at risk' students and 'success' students' attitudes towards pursuing their studies after graduation [ $\chi^2 = 40.58$ ;  $Df = 1$ ;  $Sig = .00$ ]. Not surprisingly 'success' students were more likely to be interested in going further with their studies than 'at risk' student. It could be argued that GCSE grade, gender, and marital status might influence the tendency toward further study. The findings suggested that there is no significant relationship [ $\chi^2 = 2.15$ ;  $Df = 1$ ;  $Sig = .14$ ] between students with different grades such as "A, B, C" and willingness to continue study after graduation. Nor did gender or marital status have any significant influence on attitudes toward study after graduation [gender,  $\chi^2 = .16$ ;  $Df = 1$ ;  $Sig = .68$ ; marital status:  $\chi^2 = 1.1$ ;  $Df = 1$ ;  $Sig = .29$ ].

It cannot be inferred that it was internal university factors that caused this change since as students mature they may change their priorities in life. There is a pressure on graduates to help with family financial and other responsibilities; it is perhaps only wealthier young women who escape these demands. Nevertheless, given the observed changes, it leaves open the possibility that they were in some part caused by internal university factors, which will require investigation.



**Figure: 5.17: Third Year Students' expectations about continuing their studies after graduation**

In order to investigate this issue further we asked third and fourth year students to think back to when they first came to university and asked them whether their expectations had changed over time. As might be expected from the previous analysis their expectations had changed and this happened in the case of both 'success' and 'at risk' students. [Chi.= 1.5;DF.=1;Sig.=.21].

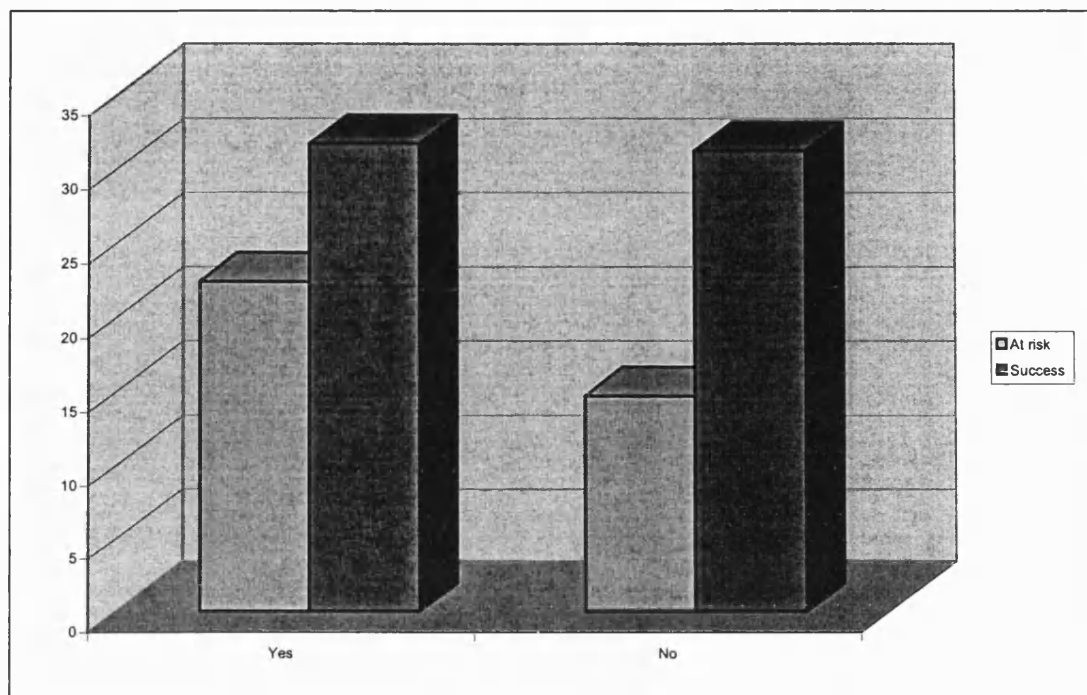


Figure: 5.18 To what extent have third year students' expectations changed since coming to the university?

#### 5.3.4 Conclusion

In this part, in order to find out more about the problems of student wastage at the university of Qatar, three sets of questions were studied; social class family variables and indirect variables that may relate to class such as prior achievement grades, type of school, part-time work and family responsibilities. Of these, social class variables did not appear to be a factor in whether students were 'at risk' of dropping out or not. Type of school and part-time work were factors that may be related to class but the numbers involved here are so small that they could not be considered a major factor in causing the wastage rates at the University of Qatar. Factors relating to students motivation were then examined. These included economic, reasons for studying, the influence of family and peers, the status of

the university and social-psychological factors associated with personal development such as the desire to be cultured, the possibility of leaving home and proving oneself through the challenge of going to university. All these factors played a role in 'pulling' students to university, although the influence was uneven. Most students acknowledged the importance of university in getting a good job (74 per cent), most were influenced by their friends in applying to university (71 per cent), while over fifty per cent acknowledged the influence of their parents (53 per cent). Here males were more likely than females in saying parents were a factor. The majority did not see the reputation of the university as being an important 'pull' factor. However, when it came to issues of personal development over half thought the desire to be more cultured was important, although moving away from home and the challenge that university posed were not considered major influences. Students came to the university with high expectations as judged by their desire to continue studying after graduation but in the process of time their motivation appears to have changed. This is true not only for 'at risk' students but also for the 'success' students.

These data patterns provide some insight into the factors that have encouraged students to attend the university. We now need to examine what happens to these motivations once they are established in their degree programmes.



## **5.4 Internal University factors and 'At Risk Students'**

In relation to the internal university factors, the key issues to be addressed concern student social integration. According to the models developed by Spady (1970) and Tinto (1975) the university is a social system with its own values and social structures which will affect students' motivations, expectations and academic performance. Arguably, insufficient integration by students with academic staff and other students are likely to lead to 'insufficient congruency' with the prevailing value patterns of the college leading to low commitment thereby increasing the probability that individuals will decide to leave college and pursue alternative activities. In terms of social integration, the dual relationships with faculty members, and peer group friendships would appear to be the most significant. Mutual relationships between faculty and students on one side and with peer groups on the other have been the primary focus of research in this area. (Tinto, 1975; Pascarella & Chapman, 1983; Pascarella, Duby, & Iverson, 1983; Pascarella, Duby; Miller, & Rasher, 1981; Pascarella & Wolfe, 1985). It is argued that social communication, friendship support, faculty support, and collective affiliation, each of which can be viewed as important social rewards can become part of the person's generalised evaluation of their institutional commitments (Tinto, 1975).

### **5.4.1 Students and Faculty Relations**

Theoretical models and research on student attrition predict that increased contact between students and lecturers will result in higher levels of persistence, satisfaction, and achievement (Bean & Kuh, 1984; Pascarella, 1980; Spady, 1970; Tinto, 1975). The more educators encourage students to behave as their

colleagues, the more blurred are the boundaries between the teacher as educator and as peer, or even as friend. This may serve to provide students with greater confidence while being encouraged to question and learn from their teachers. Consequently, it is also likely that grade performance would be enhanced by significant student-faculty interactions. Of course, in this respect, the quality and quantity of student-faculty interactions are not independent either of the characteristics of the people involved in the interaction or of the styles of teaching utilised by faculty in classroom situations (Wilson, Wood & Gaff, 1974).

In this study, students were asked to describe their relationship with faculty members. Students may be engaged in one or more types of relationship with faculty members at a given time. These cover a variety of areas such as, academic issues, university and faculty matters or personal and informal communication. Students said that they had poor relations with their faculty members. The 'at risk' students were less likely to ask faculty for information related to their academic program and especially when they face problems. These are, arguably, the most important items in terms of students getting the help they need in order to progress. In terms of students own perceptions non-classroom interactions with faculty members appear to be the most important factor for 'at risk' students', while it was the second most important factor for the 'successful' students. One inference from this result is that non-classroom interaction has an important effect on how the students perceive access to support from faculty. The second most important selected by the 'at risk' group was 'There are good opportunities to discuss different matters with faculty members while the 'successful' students choose this statement as a third most factor in their responses. Unsurprisingly, the statement 'I have worked with faculty members on their research projects' was

the least important factor according to the 'at risk' group, but it was the strongest factor in the 'successful' students' responses. This item is important because it may be symptomatic of how much faculty are prepared to draw students into their own work and confidence.

The statements about developing a close relationship, having talked to faculty daily, and the benefits of staff office hours were the three weakest factors for both groups. Overall, we can say that student relations with faculty members are not strong, however, it is also apparent that on all but two items the mean scores are considerably lower for 'at risk' students. This may be an important consideration in explaining why they are 'at risk'.

The respondents were asked to allocate the most suitable answer, and a score was assigned to each case as highly agree (valued 5), agree (valued 4), uncertain (valued 3), disagree (valued 2) highly disagree (valued 1). Then in order to establish students' priorities, the weighted mean is calculated. This is obtained by multiplying the number of responses to each weight and then dividing their sum by the total number of responses. Due to the small differences in calculated weighted mean values, the index is used, which is basically the weighted mean values times 100.

**Table 5.1: The relationships between students and faculty members**

No	Statements	At Risk		Success		T-test Significant +
		Weighted Mean	Rank	Weighted Mean	Rank	
1-	I have talked with my faculty members daily in different subjects.	49.7	6	25.6	12	-1.41 Sig=.16
2-	I have asked my instructor for information relating to my academic program.	55.1	4	54.3	4	-1.56 Sig=.12
3-	Always I ask for help from my instructor when I face any problem.	49.5	5	41.5	9	-1.85 Sig=.07
4-	The office hours of my lecturers are helpful to my studying.	44.3	7	33.4	11	-1.35 Sig=.18
5-	I have discussed academic issues with my lecturers outside the units I am taking.	63.9	3	51.5	5	-1.24 Sig=.21
6-	I have discussed with my lecturers about their comments on my work (essays, assignments ...etc).	42.6	9	45.3	7	-.82 Sig=.41
7-	I have worked with faculty members on their research projects.	11.1	12	84.4	1	2.12 Sig=.03
8	There are good opportunities to discuss different matters with faculty members.	70.2	2	65.2	3	1.40 Sig=.16
9	My non-classroom interactions with faculty members have a positive influence on my values and attitudes.	34.6	10	43.3	8	-.75 Sig=.45

10	My non-classrooms interactions with faculty members have a positive influence on my career goals and aspirations.	42.7	8	50.5	6	-1.04 Sig=.29
11	My non-classrooms interactions with faculty members have a negative influence on my study program	72.7	1	82.1	2	1.17 Sig=.24
12	Since coming to this university, I have developed a close, personal relationship with at least one faculty member.	25.2	11	33.8	10	.00 Sig=.99

The outcomes of student-faculty interaction may be influenced by gender and academic area of study. Since in earlier studies it has been claimed that gender and the prevailing university culture can influence the nature of communication (Spady, 1970), we specifically looked at the relations between faculty members and students in terms of their gender. The results confirmed that there was no significant difference [ $t$ -test=. 68; Df=84; Sig=.50] between male (mean=2.4) and female (mean=2.3) students.

#### 5.4.2 Students relations with their peer group

Of the various forms of social integration that occur within the social system of the university, peer-group relations appear to be most directly related to individual social integration. Sociologists and psychologists are in general agreement that the peer group forms one of the most significant influences on students. In developing relations with friends different aspects could be taken into account such as; age, gender, attitude, interests, field of study, socio-economic background, locality and nationality.

In Table 5.2, both 'at risk' students (mean=3.9) and 'success' students (mean=3.9) expressed the view that attending the university offered them the opportunity to make good and strong relationships with their colleagues. The process of developing relationships for 'at risk' (mean=3.0) and 'success' (mean=2.7) students was sometimes difficult. Nevertheless, they claimed that they were satisfied with the communication they had with other students. They point out that other students had values and attitudes different to them. But in spite of these differences in values they were able to negotiate and communicate with students whose interests were different to their own. Students had also developed friendships with those from different socio-economic backgrounds. These friendships extended to include students from other major fields, different ages, and nationalities. It seems that overall they enjoyed their relationships with other students during their study. These relationships had academic consequences since students reported that they gave them the opportunity to seriously discuss issues and problems with each other. They evaluated the process of friendship as being important in terms of the positive influences that other students had on their academic careers.

**Table5. 4: Student relations with their peers.**

No	Statements	At Risk		Success		T-test
		N	Mean	No	Mean	Sig.
1	Attending University offered me the chance to make good and strong relationships with my peers.	79	3.87	97	3.91	-.26 Sig=.79
2-	I have had positive relationships with other students.	77	3.07	97	3.21	-.75 Sig=.45
3-	It has been difficult for me to meet and make friends with other students.	79	2.98	94	2.70	1.41 Sig=.16
4-	I am satisfied with the friendships I have made with other students.	78	3.94	94	3.96	-.13 Sig=.90
5-	Most of the students have values and attitudes different to mine.	79	3.47	97	3.46	.21 Sig=.83
6-	Since I have come to the University, I have made friendships with students whose major field is different to mine.	77	3.73	94	3.79	-.38 Sig=.70
7-	Since I have come to the University I have made friends with students whose interests are different to mine.	77	3.67	97	3.50	1.07 Sig=.29
8-	Since I have come to the University I have made friends with students whose family's background (social, financial) is different to mine	78	3.87	97	3.80	.44 Sig=.66
9-	Since I have come to University I have made friendships with students whose ages are different to mine.	79	3.54	97	3.97	-2.03 Sig=.04

10-	Since I have come to University, I have made friends with students from other countries/nationalities.	78	3.67	97	3.70	-.21 Sig=.83
11-	I have had a good time with my friends at University.	78	3.49	97	3.64	-.88 Sig=.38
12-	I have had a good time with my friends outside the University.	79	3.10	97	3.00	.60 Sig=.54
13-	There are good opportunities for serious discussions with my friends.	78	3.1	97	3.3	-1.18 Sig=.24
14-	I feel that my friends have influenced my academic study negatively.	79	2.2	97	2.1	.33 Sig=.74

Overall, the results of the aggregated data for these items indicate that students have had a positive relationship with their peer group since they came to university. The numbers who may be regarded as isolated from their peer group are low (13 per cent for 'at risk' students and 11 per cent for 'success' students). So we cannot consider social isolation from peers as a major factor in being 'at risk'. There is no significant difference ( $t\text{-test} = -.36$ ;  $\text{Sig} = .72$ ) between the 'at risk' students ( $N=79$ ;  $\text{mean}=3.4$ ) and 'success' student ( $N=97$ ;  $\text{mean}=3.4$ ) There is no relationship between drop out and students' relations with peer group.

### Summary:

Student-faculty and peer group relations are two important factors that earlier studies found predicted student wastage from higher education. The student-



faculty relations at the university of Qatar are weak. Students did not have adequate communication with faculty members. This was not only the cause for 'at risk' students but also included 'success' for students. However, it seems a common characteristic of the 'at risk' group is that they do not enjoy as good communications with faculty as the 'success' group. However, given that overall the communications between faculty and students are not strong a reasonable inference would be that the 'at risk' groups lack of communication is not to do with the characteristics of failing students but more to do with the general relationship between faculty and students. This is, therefore, an important area for further investigation.

Students reported friendly and largely academically positive relationships with their peers. Their relationships spanned different ages, socio-economic backgrounds, locality and nationality and fields of study. Hence, this result did not confirm pervious finding that weak peer group relations affected the process of study, nor did it confirm that poor peer relations affected the issue of wastage.

## **5.5 Institutional factors and 'At risk Students'**

Researchers are increasingly interested in the characteristics of higher education institutions' programs that lead students to drop out. Some analysts have argued that the relationships between socio-economic background and drop out has been overemphasised at the expense of the administration and organisation of institutions which are a better predictor of wastage. According to Tinto (1975) it is the characteristics of institutions its resources, facilities, structural arrangements

and composition of their members- that place limits upon the development and integration of individuals within institutions and that lead to the development of academic and social climates, conducive to or inhibiting sound academic performance (Pantages,1975). According to the (HEFCE 1997) study, the only statistically significant reasons which applied more to those students who had withdrawn than to the students who had stayed on, were: 'college did not care'; 'teaching quality', 'boring course', and 'course administration'.

Positive supportive relationships between administration, faculty members, and student, which create a climate of shared purpose and concern has been identified as key elements of efforts to hold students in university. We have examined students' relationships with their peers and with faculty. In this section we look at:

- Students' views about their choice in coming to university and where it will lead them
- Students' views of the university's administrative and academic performance

In an important sense students' views as to whether they had made the right choice in coming to university and where it might lead them subsequently may be seen as important to their continued commitment to the university and to completing their degrees. If students felt that they had not made the right choice and that it did not lead to a future they wanted then we might expect some disaffection. Students' views about the administration's performance and academic structure relates to student regulations and their flexibility, the general forms of support that students require as well as opportunities for participation in decision-making, the structure of degree programmes, the nature of courses, the

system of evaluation, and the wider aspects of the university which may be important but cannot be identified through relationships with staff or the administrative structure.

**Third Year Students' views about their choice in coming to university and where it will lead them.**

In this part of the research questions were asked about whether students were confident in the choices they had made both in coming to university and in their major. Students said that by and large they were confident in coming to university. There was no significant relationship between 'at risk' (mean= 3.43) and 'success' students (mean=3.41 (t-test=.10; Sig=.92). When gender was taken into account there was also no significant difference. They were then asked whether they were confident that they had chosen the right subject to major in. While both sets of students had a reasonable level of confidence the results indicate that between 'at risk' (mean=3.41) and 'success' students (mean=3.78) significant differences appeared (t-test=-1.99; Sig=.04). One could say that 'success' student had much more confidence than 'at risk' student, although even the latter were reasonably confident. Respondents were then asked if they felt that they had made progress at university. The 'at risk' (mean=3.41) and 'success' students (mean=3.62) both said that university helped them to develop academically (t-test; -1.20; Sig=.23).

The next set of questions concerned students' futures. They were asked, first of all general question as to whether they had clear plans as regards their futures. Clearly, if they do this might give them a strong commitment to completing a

degree, especially if a degree is central to the type of career they have in mind. Both groups of 'at risk' (mean=2.96) students and 'success' (mean=2.91) students had similar views ( $t\text{-test}=.22$ ;  $\text{Sig}=.82$ ). Basically, their means were a little below the mid-point of 3 suggesting that for many some thought had been given to their futures. Again there was no significant difference between genders on this question. Respondents were then asked whether their choice of subject would make them employable. Both were reasonably confident that it would. There was no relations between 'at risk' (mean=3.6) and 'success' (mean=3.9) students ( $t\text{-test} = -1.55$ ;  $\text{Sig}=.12$ ). Consequently they also thought it important to graduate and most thought that they would complete within a four-year period. In spite of agreement in importance getting their degree there was a significant difference observed between 'at risk' ( $N=76$ ; mean=4.00) and 'success' ( $N=96$ ; mean=4.5) students ( $t\text{-test}=-2.72$ ;  $\text{Sig}=.000$ ). This suggests that the 'success' students were either more committed or more confident of getting their degrees. However, this reasonably high level of confidence in the importance of what they were studying for future work dipped when asked if they were likely to get a job after graduation. This drop in confidence was again more evident amongst the 'at risk' students ( $N=78$ ; mean=2.8) than among the 'success' students ( $N=96$ ; mean=3.00) ( $t\text{-test}=-.86$ ;  $\text{Sig}=.39$ ). When we look at the issue in terms of gender still no significant relationship is ( $t\text{-test}=-.60$ ;  $\text{Sig}=.55$ ).

To find out more about students' institutional commitment they were asked if they had another chance whether they would enrol in the same university, faculty and subject. Again, they were quite positive.

**Table 5-3: Third year students' views about their choice in coming to university and where it will lead them.**

University Satisfaction		At risk		Success		T-test +
		N	Mean	N	Mean	Sig.
1-	I am confident that I made a right decision to attend the university.	79	3.43	97	3.41	.10 Sig=.92
2-	I am confident that I have made the right choice in my academic major.	77	3.41	96	3.78	-1.99 Sig=.04
3-	I feel I have progressed academically since I came to the University.	78	3.41	96	3.62	-1.20 Sig=.23
4-	I have no clear plans about my future career.	79	2.96	97	2.91	.22 Sig=.82
5-	My subject makes me more employable.	79	3.6	96	3.9	-1.55 Sig=.12
6-	It is important for me to get my bachelor's degree.	76	4.00	96	4.5	-2.72 Sig=.00
7-	I am not looking to graduate in 4 years.	79	3.0	97	3.0	-.25 Sig=.81

		At risk		Success		
8-	There is no doubt that I will get a job after graduation.	78	2.8	96	3.0	-0.86 Sig=.39
9	If I had my time, again I would still choose this university.	72	3.2	94	3.00	1.47 Sig=.15
10	If I had my time, again I would since I would still choose this faculty.	73	3.5	93	3.8	-1.44 Sig=.15
11	If I had my time, again I would still chose this field.	70	3.1	95	3.4	-1.54 Sig=.13

After the data had been aggregated, results indicated that generally students are moderately happy with their choices and their relationship to the future. However, there was a significant difference overall between 'at risk' students' satisfaction with their choices and expectation for the future and 'success' students. By looking at the results we can say that the students actually believe that they made the right choice in going to Qatar University and studying for a particular degree. They were in agreement that the degree was useful in helping them to have a better future. These results are consistent with what we found earlier that students believe degrees would help them out to get a better job.

That said, there are clearly puzzles here. We might have expected that the 'at risk' students would score much lower on most items. But it may be that they view the

choices they made as the right ones and leading in the right direction for them but that their relative lack of success is to do with other factors such as communication with faculty and of course the university's administration which we will now turn to.

### **Students' views of the University's administrative performance and academic structure**

Is there a significant relationship between the 'at risk' and 'success' students in terms of their views of the university's administration?

University environment, flexibility of offering courses and curriculum, relations between administration and students, and regulations are other factors that might all influence students drop out. In order to find out whether students at Qatar University are satisfied with the administration's performance, various aspects of the administration and academic structure are taken into account: a supportive environment, regulations, facilities, curriculum structures and evaluation systems. These issues make the very backbone of all support systems at the university because students are in constant need of these facilities.

When students enter university, the administration's role in caring and supporting students is important. A significant proportion of students said that the university did not care about them. This was not only said by 'at risk' students (N=79; weighted mean=42.9) but also 'success' students (N=96; weighted mean=32.0) such that there was no significant difference between the two groups. Also both 'at risk' (N=76; weighted mean=31.0) and 'success' students (N=97; weighted mean=34.8) took the view that the administration did not make suitable provision

for students' contributions in decision making ( $t\text{-test}=-.13$ ;  $\text{Sig}=.89$ ). While 'success' students' views ( $N=95$ ; weighted mean=24.8) were that the administration provided a suitable learning environment to some extent, the 'at risk' students were less inclined to think so ( $N=76$ ; weighted mean=19.9). In this case there was a significant difference between students' points of view ( $t\text{-test}=-3.1$ ;  $\text{Sig}=.003$ ).

Flexibility or rigidity of university regulations can influence students in their study. A majority of students took the view that university regulations were not flexible enough to allow them to postpone their study programmes according to their circumstances. Equally, students were doubtful that university regulations and legislation was developed according to their needs. Consequently, the rigidity of regulations and lack of attention to student needs resulted in students being unable to take decisions on choosing the units that are right for them. This problem was emphasised by both 'at risk' ( $N=78$ ; weighted mean=30.7) and 'success' students ( $N=97$ ; mean=30.2). There is a clearly a need to get away from the rigidity of regulations, and to move to a system where learners are freed up to learn the things they really want to learn with the proper resources and support. In some respects this view is at odds with students' previous views that they had made the right decision in terms of subject major. However, what they may be referring to here is choice, not about the major but the units that comprise it.

Providing facilities and curriculum materials to support student activities and to implement the curriculum is another responsibility. 'At risk' students (weighted mean=25.9) and 'success' students (weighted mean=34.0) believed that the administration did not provide them with enough facilities. There was a view held



by both groups that the administration did not adequately support them in these respects. Many also took the view that there was a lack of equipment and teaching aids.

**Table5-4: Students' satisfaction with the university's administration**

N	Satisfaction with the administration of the university	At Risk		Success		T-test
		Weighed Mean	Rank	Weighed Mean	Rank	Sig.
1-	The administration does care about all students.	42.9	1	32.0	4	-1.64 Sig=.12
2-	University regulations allow students to postpone their study programmes according to their circumstances.	29.9	4	26.8	8	-.94 Sig=.35
3-	The administration encourages students to take decisions on choosing the units they want to take.	30.7	3	30.2	5	-.35 Sig=.72
4-	Our school is adequately equipped with teaching aids.	14.5	10	22.5	9	.54 Sig=.59
5-	Regulations are developed based on students' needs.	27.0	5	27.4	7	.72 Sig=.47
6-	We received our course materials on time.	23.3	7	30.0	6	1.06 Sig=.29
7-	The University has suitable ex-curricula activities for students, which meets their needs.	16.6	9	21.9	10	.59 Sig=.55
8-	The administration provides a suitable learning environment	19.9	8	24.8	1	-3.01 Sig=.003

9-	The administration provides for students to contribute to decision making, at the university.	31.2	2	34.8	2	-.13 Sig=.89
10-	The administration provides enough facilities for students.	25.9	6	34.0	3	.73 Sig=.46

When these data are aggregated the results show that the overall mean for both sets of students is low. A weighted mean for each statement was calculated in order to determine more accurately the strongest and weakest responses. The university clearly needs to move forward in providing a more supportive environment, involving students in the process of decision making, flexibility in regulation and curriculum materials. Perhaps most significant is the finding that 'at risk' students are much less likely to believe that the university provides a suitable learning environment.

At this stage a picture is beginning to develop which may account for institutional factors that contribute to the creation of 'at risk' students. Faculty-student relations are not good and particularly for this category of students nor is the university administration and support system highly rated. A further set of questions to probe these themes was then asked.

If the university system of administration, curriculum and academic courses motivate students it is possible to expect more study involvement and participation. In Table 5-6, many students claimed that the current academic system has not motivated students to attend the university regularly or indeed lectures. In fact, 'at risk' students (weighted mean=20.3) and 'success' students (weighted mean=20.8) expressed the view that student absenteeism is partly

related to the university's weakness in motivating students ( $t\text{-test}=.38$ ;  $\text{Sig}=.78$ ). Because the academic system does not motivate them enough they do not engage with the university's facilities. So, for example, as a symptom of this problem, fewer students use the library. Before examining the data on these issues as a whole it is worth specifically looking at the issue of motivation in greater detail since it is so central to students' commitment to completing their courses. It will be seen from the break down in Table 5-5 that 'at risk' students are, for all but one category, less motivated or inspired by the university's administrative and academic systems than the 'success' students. Overall, approximately, a third believe the university is de-motivating but another 38 per cent are uncertain, suggesting a degree of ambiguity, which does not suggest a thriving intellectual environment.

**Table 5-5: Students' views about the ability of the university to motivate them**

<i>The current academic system motivates students to attend the university regularly</i>	<i>The academic status</i>		<i>Total %</i>
	At risk %	Success %	
Definitely agree	3.6	.6	4.2
Agree	8.3	15.4	23.7
Uncertain	11.7	26.0	37.7
Disagree	10.1	14.2	24.3
Definitely disagree	3.6	6.5	10.1
Total	37.3	62.7	100.0

Table 5-6: Student satisfaction with aspects of the administrative and academic System

No.	Academic System Statements	At risk		Success		T-Test Sig.
		Weighted Mean	Rank	Weighted Mean	Rank	
1-	The credit system hours are a flexible system.	18.4	9	25.2	5	.05. 66
2-	The current academic instructional system is useful..	19.3	8	28.1	3	-1.4 .30
3-	The academic regulations take in to account the interests of the students..	15.2	10	16.9	10	-.43 .67
4-	The current academic system of evaluation needs to improve.	8.25	11	9.8	11	.27 .78
5-	The current academic system offers a variety of opportunities for students to choose suitable majors.	22.1	6	19.5	9	-.73 .45
6-	The current academic system motivates students to attend the University regularly.	20.3	7	20.8	8	.38 .78
7-	The current academic system encourages students to engage with the university's activities.	28.2	4	31.1	2	-1.49 .13
8-	The current academic system encourages students to use the library's facilities.	27.6	5	23.4	7	-2.12 .03
9-	The current academic system gives students sufficient freedom in choosing their courses.	46.7	1	46.4	1	-.64 .49

		At risk		Success		T-Test
10-	The current academic system motivates students to keep going to their lectures.	32.7	2	23.4	6	-.90 .36
11-	The current academic system motivates students to contribute to the university's ex-curricula activities.	29.8	3	27.7	4	-2.12 .03

It will be apparent that just as in previous aspects of the administrative and academic system these results suggest that students do not rate the university highly on these.

### Conclusion

In this chapter three dimensions of university life which may have a bearing on whether students are 'at risk' were examined: students views as to whether they had made the right choices in coming to university and in relation to their future careers and university administrative and academic. The results indicated that students were fairly happy with the choices they had made and could link them to a post-university future. However, these results were not entirely consistent with their subsequent views of the university's administrative and academic structures. It may be that the first set of questions were understood as questions 'in principle' rather than in terms of actual practice since their actual experience suggested a high degree of dissatisfaction. In the case of administration, performance and regulations of Qatar University student's felt that the university did operate in their best interests and were largely inflexible. It is important to note the change in

views here from first year students who did not think, largely, that the way choices were determined by GCSE subjects and results were a problem. However, when third year students were asked they clearly thought it a problem. This situation maybe partly related to the less challenging nature of the curriculum, the difficulty of courses, and the traditional methods of teaching. Commentators argue that an essential way for universities to improve the quality of academic life is to accommodate students' personal experiences into the learning process considering as many factors outside the institution as within it when we are devising the curriculum such as: students' previous life experience.

It is clear from these results that there are further areas that require investigation: these include staff-student relationships and various aspects of the university's academic and administrative structure. Overall though, one interpretation of these data is of a university that is remote from its students in all aspects of their experience at the institution. Having examined students' social background and prior achievement, their peer relationships both prior to and during university and personal factors relevant to their motivation, then the conclusions to be drawn so far is that it is the university's systems and structures which must bear closer analysis in order to explain the generation of 'at risk' students.

However, we should now look at one further possible major influence on whether students complete their degree courses, their reading of the labour market.

## **5.6 Higher education and labour market in terms of drop out.**

In Chapter 3, it was argued that the labour market could be seen as a causal ‘pull’ factor in motivating students to complete their studies. Four possible sets of relationships between higher education and the labour market were identified. To summarise, these are:

- (1) That university, through the curriculum, specifically prepares students for particular occupations in the labour market. As such it ought to act as a motivator.
- (2) That university prepares students for a broad spectrum of occupations through a general education. In this model employers capitalise on this general education by further training. Again, if the relationship between a general education and specific training is perceived by graduates it ought to act as a motivator.
- (3) The above two possibilities assume there is a purely ‘technical’ relationship between what is learnt at university and the demands of the labour market. However, it has long been recognised that status and social conflict underlie the links between education and the labour market. Do students see the process by which they may access a job, once they have their degree, as fair. If the competition for jobs is not perceived as fair then this also may prove to be de-motivating.
- (4) Where there is considerable unemployment within the labour market this may also act as a de-motivator.

5) Finally, all the above, assume there is a strong relationship between university qualifications and the labour market. The first two assume there is a meritocratic relationship, while the third assumes that the link between qualifications and the labour market is an indicator of unwarranted privilege rather than meritocracy. However, these assumptions relate more directly to the west than Qatar because as we saw in Chapter 2 the links between higher education qualifications and the labour market are relatively new, the labour market is structured on different lines to western labour market in which public and private segments play a crucial role as does the issue of gender. In addition, it may be that other factors such as nepotism remain potent.

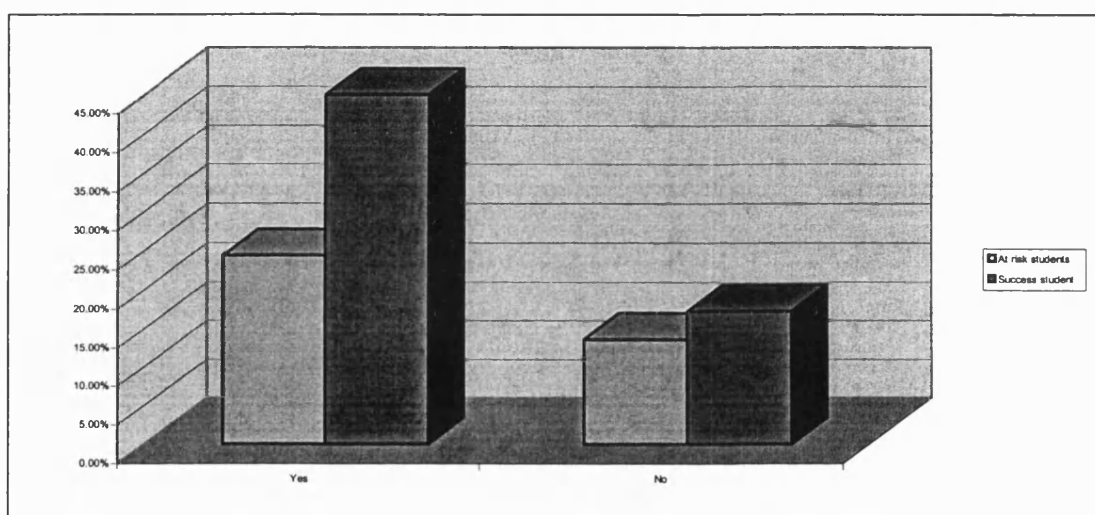
In the context of the Qatari labour market, there are four key questions which this part of the study will try to address. These are:

- Do students prefer to apply for jobs related to their field of study?
- Why do students think they might fail to get jobs?
- Do students think that there are equal opportunities for graduates to get jobs?
- Do students prefer to apply for jobs in the public or private sector?

The first question is related to the student's preference to have a job in their major field. It is assumed that if students want to be employed in their major field of study, this may add to their motivation to study. This question was asked to students in the first, second, third and fourth year in the sample drawn from the University of Qatar.

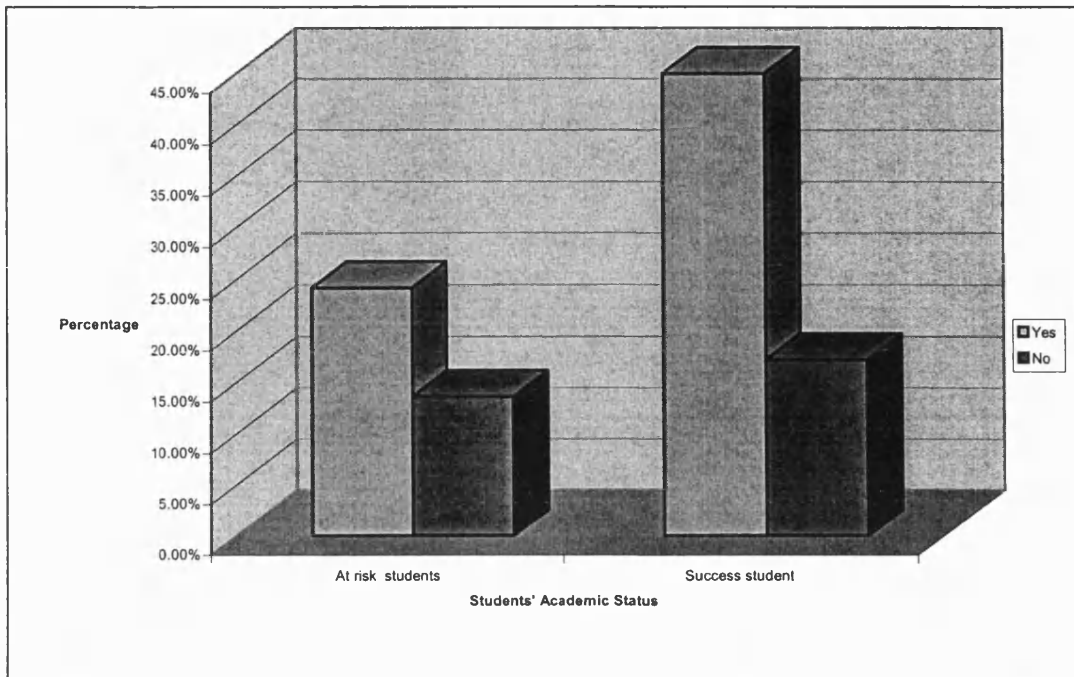


In their responses, 77 per cent of the first year students indicated that they were interested to have a job in their major field after graduation and 23 per cent said they were not. However, with regards to gender there were no significant difference between male and female [ $\chi^2 = .45$ , D.F = 1; Sig=.49] in their preference of their choice of occupation. From these results we can conclude that the majority of students prefer to work in an area related to their field of study, like their major.



**Figure 5.19** First and second Year Students' desire to have a job related to their major and academic status

The third and fourth year students also said that they were keen to find a job in their major field. When the chi square test was performed on the data, the results showed that there was no significant relationship [ $\chi^2 = 1.2$ ; Df.=1; Sig=.26] between students who were 'at risk' and 'success' students in their choice of career after graduation.



**Figure 5-20** Third and fourth Year Students' desire to have a job related to their major and academic status

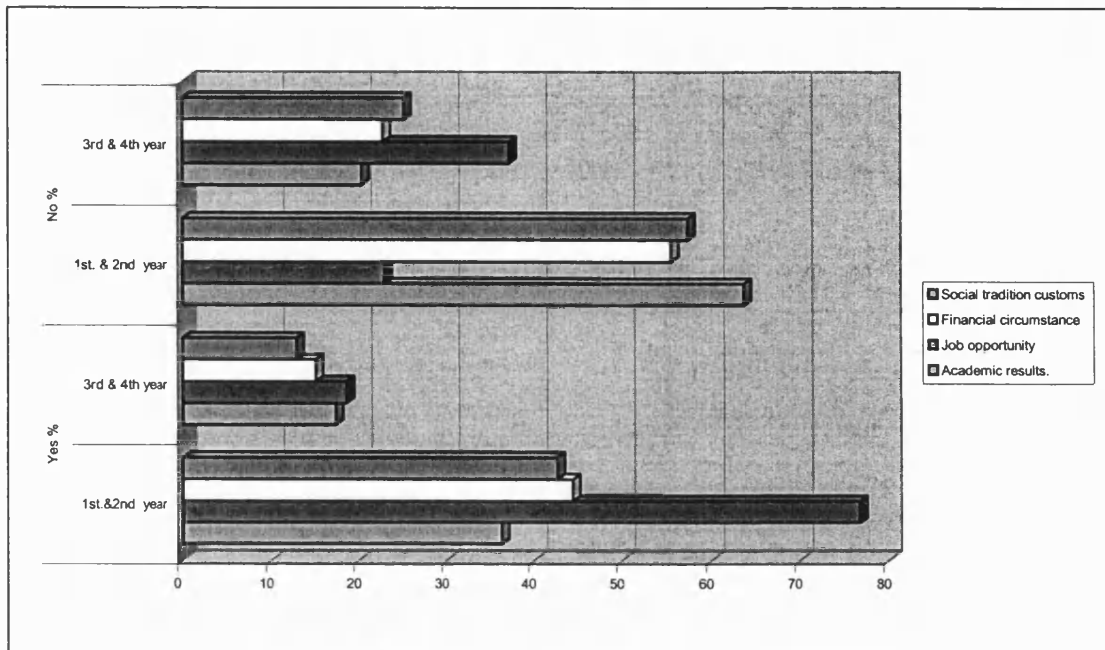
However, in their comments, some students mentioned that their field of study was not related to any specific type of job. And that most male Qatari education graduates do not seek work as teachers. Some also noted that students may not like their major field as they have been forced to choose it. In addition, some commented that there was an excess supply of students in some majors like social science and Islamic studies. Finally, the idea of jobs relating to some of the majors is problematic since it requires working in a mixed gender environment.

The second hypothesis related to the students' opinions on the causes of unemployment among graduates from Qatar University. With respect to this problem,

issues such as, academic results, job opportunities, financial circumstances of the country, and social tradition and customs were identified as the main reasons. The results showed that of the first year students 76.7 per cent were most concerned about job opportunities and considered the lack of them to be the most important factor for unemployment.

There was a significant difference between genders with respect to the reasons related to financial circumstances [Chi.= 4.34; Df.= 1; Sig= .03] males 52.4 per cent more than females said that financial circumstances of the country were a cause of unemployment among graduates.

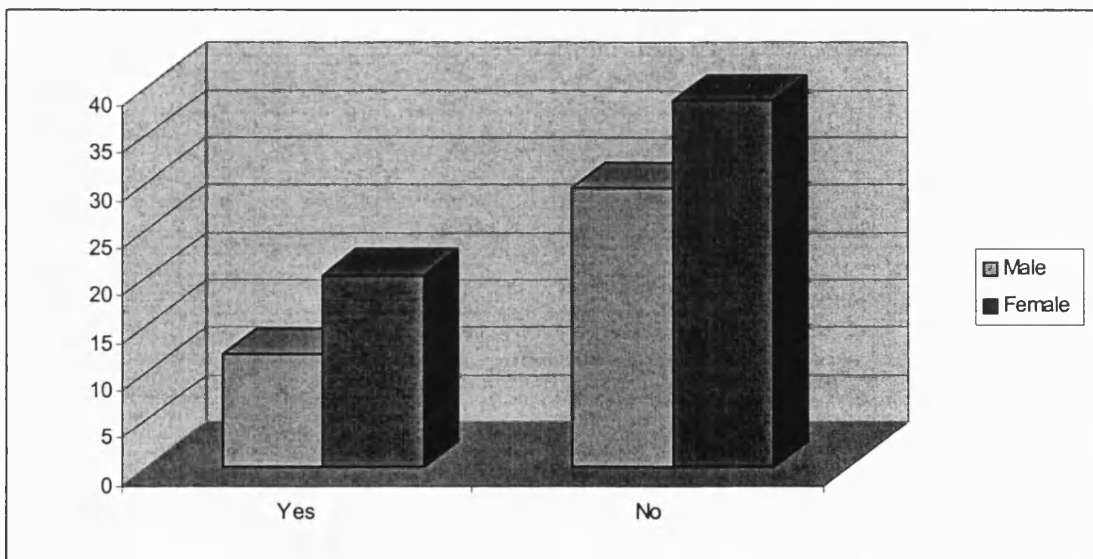
The same question as to what are the reasons of unemployment was asked of the third and fourth year students. These students responded that they were 'at risk' of being unemployed because of academic grades 57.6 per cent, social tradition and customs 62.6 per cent and financial circumstances 62.2 per cent. 55.8 per cent emphasised that the reasons for unemployment was more related to the low level of job opportunities in the labour market.



**Figure:5.21** Students' views as to the reasons for graduate unemployment

Also, in the open question section students mentioned issues such as: inappropriate employment regulations, economic crisis in the country, shortage of job opportunities, the employment of non-Qatari workers, giving priority of employment to males, the lack of connection between the demands of the labour market and the supply of HE graduates. Overall, there was a concern about future job opportunities among first, third and fourth year students. What comes through most clearly from these responses is the complex nature of the Qatari labour market in relation to factors like social tradition and custom, nepotism, the radically gendered segmentation of the labour market and the role of expatriate workers. In terms of the hypothesis that if students thought there was a high possibility of getting a job that it would motivate them, it is clear that these students had concerns. These will be further explored in the qualitative chapter.

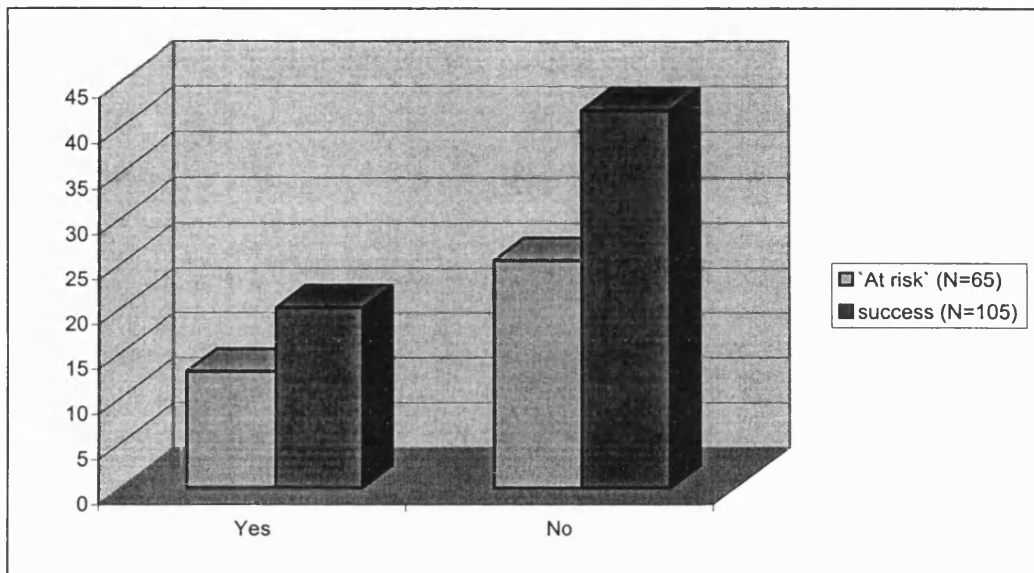
Students were asked whether all graduates have equal opportunities to gain jobs. Here it was assumed that the perception of equal opportunities would motivate students to do well at university. The results show that about 32. per cent believed that discrimination exists in the labour market, while, in contrast, 68 per cent said there is equality of job opportunity for everybody. In response to this question no difference was observed according to gender. [ $\chi^2 = .734$ ;  $Df = 1$ ;  $Sig = .39$ ]. This is interesting given the segmented nature of the labour market. It is likely that the majority of students assumed that within segments there was equality of opportunity. However, there is a degree of doubt as to whether meritocratic rules that link educational qualifications to the labour market exist in Qatar.



**Figure 5.22:** Students' responses as to whether graduates have equal opportunities in the labour market. (First and second years)

Third and fourth years students largely thought that there are not equal opportunities in the labour market. But, there was no difference between 'at risk' and 'success'

students ( $\chi^2=.04$ ;  $DF=1$ ;  $Sig=.8$ ). When the views of students in terms of their gender were considered, there was no significant difference in their views.

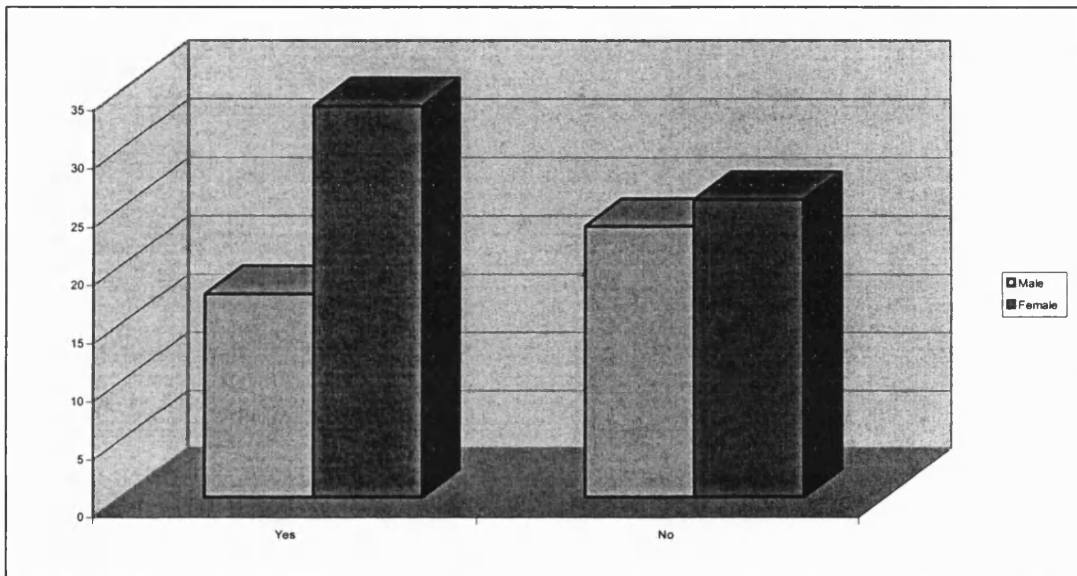


**Figure 5.23: Students' responses as to whether graduates have equal opportunities in the labour market (Third and Fourth Years).**

The results reveal that the majority of students believed that there was no equal opportunity in the labour market. Clearly, with the advantage of experience they took a more pessimistic view of the nature of the labour market in this respect than first and second year students. When asked why they held these views they stated nepotism as a major factor in the inequalities they perceived. Such a view may well de-motivate students and again it is explored in the next chapter.

The last question related to the role of the private sector in motivating students to complete their studies. The private sector absorbs some of the graduates in self-

employment as well as in working for others. Work in this sector requires greater accountability and responsibility and so needs more persons that are qualified. We asked students do they prefer to apply for jobs in the private sector than in the public sector. The first year responses showed that 39 percent said yes and 61 percent said no. While no significant difference was observed between genders.



**Figure 5.24:** Student's preferences for a job in private sector or public sectors (First and Second years)

Third and fourth year students were more likely than first and second year students to prefer the private sector. However, a significant majority still preferred state sector work. The reasons for this latter preference were further explored. The students were asked if the reasons for the reluctance to work in the private sector were related to job security, social status, custom rules/ tradition, prestige, and lack of opportunities for promotion?

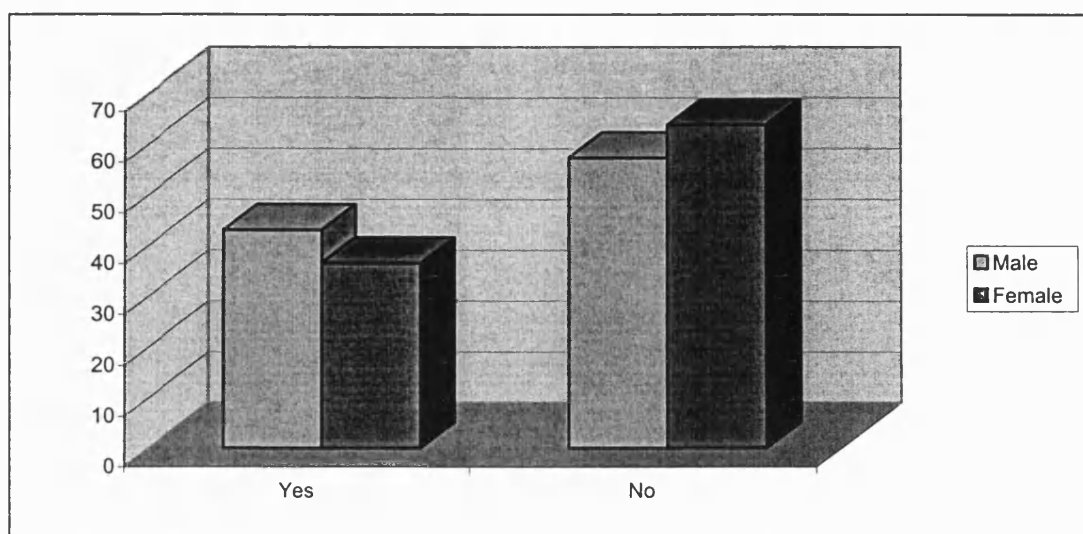


Figure 5.25 Do students prefer to work in the private sector? (Third and Fourth years)

Table5-7: Students' views of the problems relating to private sectors work. (First and second year)

Reasons	Male	Female	Total
The work in this sector is of lower social status.	40.8	59.2	100.0
The work in this sector allows both sexes to work together, which is against my tradition.	28.1	71.9	100.0
The work in this sector demands skills below the degree level.	31.5	68.5	100.0
The work in this sector is not secure	28.1	71.9	100.0
The work in this sector does not provide opportunities for promotion	41.9	58.1	100

The above figure shows that females were more sceptical about working in the private sector as compared to males. The reasons for this were explored and are presented in Table 5.7. The reasons identified here were originally discussed in Chapter 2 and incorporated into the questionnaire on students' views of the labour market.



Due to social and cultural influences jobs in the private sector are considered less prestigious than jobs in the public sector. The free mixing of sexes, which is commonly practised in private organisations, is also not so acceptable and the competitiveness of employment which can be used to create greater insecurity and more limited chances for promotion are among the reasons for the relative lack of popularity of this sector. The responses of the third and fourth year students were also similar, and they expressed little interest in finding a job in the private sector. Regardless of whether the students were 'at risk' or 'success' they were equally reluctant to join the private sector.

**Table 5. 10: The reasons why students did not want to apply for private sectors job by 'at risk' and 'success' students (third and forth year).**

Reasons	'At risk' %	Success %	Total %
The work in this sector is of lower social status.	38.2	61.8	100.0
The work in this sector allows both sexes to work together, which is against my tradition.	44.1	55.9	100.0
The work in this sector demands skills below the degree level.	26.7	73.3	100.0
The work in this sector is not secure.	38.2	61.8	100.0
The work in this sector does not provide opportunities for promotion	50.0	50.0	100.0

The 'at risk' students were less likely to see these reasons as a disadvantage and this may be because with their university careers 'at risk' may take the view that a job in the private sector is preferable to non at all.

**Summary**

As considered in the research model, there are sufficient issues raised in these questions over student perceptions of the links between the labour market and higher education to think that it may play a role in de-motivating students. Of the four sets of issues studied, the results of the first suggested that the majority of students did hope to get a job in their major field. But that when taken with the other issues addressed there may be significant obstacles to achieving this. The second issue examined students' views as to the causes of unemployment of graduates from Qatar University. The nature of the degree, job opportunities, national financial circumstances, and traditions and customs, in particular nepotism were identified as main reasons for not getting a job.

The third issue was about whether graduates had equal opportunities in getting jobs. It is assumed that the availability of equal opportunities will motivate students to better academic performance. The results showed that students believed that there is some discrimination based on nepotism.

The fourth issue concerned the nature of the private sector as an employer. The results indicated that a range of factors seemed to be at work to make the private sector less desirable. In particular there were issues here relating to gender, the status and level still required security and opportunity for promotion.

## **Chapter Conclusion**

This chapter started by examining the research model factors, which might effect student drop out at the University of Qatar. It examined social class family and individual variables, which appeared to have no impact on whether students were 'at risk'. Prior achievement also had no effect. The possibly 'indirect' variables of type of school and paid work while studying had a small impact. Students came to the university with high ambition and motivation. But in the process of time, there were pressures from the nature of their relationships with faculty and the university administrative and academic structures to de-motivate them. However, changing expectations and motivation related to both 'at risk' and 'success' students, suggested that there must have been more specific reasons impacting on 'at risk' students. The clearest differences emerged in their relationships with staff. They were less likely to believe that staff was approachable when they had problems.

Based on a theoretical model of the links between higher education and the labour market, the relationships between the labour market and University of Qatar were investigated through the students' perceptions.

There was sufficient concern about the linkages expressed by the students to warrant further investigation. The issues raised by this quantitative analysis will now be further pursued in the next chapter, which examines some of the qualitative responses to these matters raised by the quantitative analysis.

## **CHAPTER 6**

### **QUALITATIVE ANALYSIS**

#### **6.1 Introduction**

This chapter represents the qualitative part of the research. The research for the qualitative data was undertaken based on the model developed in Chapter 3 with the questions for the interviews informed by the categories outlined in the model. However, the focus of this chapter is largely on the issues that arose out of the quantitative analysis in Chapter 5, providing an opportunity to explore in greater detail those that seemed most germane in seeking to explain the high levels of wastage at the University of Qatar. In particular, it provides a window for a more dynamic analysis of the possible causes of wastage. There are many points through the 'system' that need further exploration if we are to explain the wastage. The links between secondary school and choice of major is the first area that requires further investigation. This leads into issues relating to students' majors, relationships with lecturers, problems with the university's academic and administrative system and students' views of the relationship between their present studies and their future in the labour market. Finally, some 'at risk' students were interviewed concerning their thinking about the whether they should withdraw or not.

Previous studies have indicated that secondary background is an important factor that can have an effect on student performance at university. This part of the interview gives us some information about students' secondary achievements and how their previous studies at secondary school relates to their current major. Two questions

were asked. First, how did interviewees view the relationship between secondary schools subjects and their current major? Second, how did students choose their current major? Overall, they chose according to different criteria stressing reasons such as secondary school and foundation year grades, personal interest and experience.

## 6.2 The Relationship Between Secondary School Study and Achievement and Reasons for Choosing the Major

- (i) The influence of GCSE Grades

It wasn't my choice, the Registration Unit at the university, selected this major for me because of my low grade in the first year. . (*F Humanities Year*).

Due to my low grade I had to study history.  
(*F, History*).

I choose it myself after some deep thinking about how to solve my academic problems relating to my low grade. (*M. Humanities-Media*).

According to my GPA, grades and my interests.  
(*M. Mechanical Engineering*).

According to my secondary percentage and the high score in the foundation year, which allowed me to choose the major.  
(*F. Computer Science*)

When I was at the high school my maths teacher was pushing me to study it. And I was enjoying my classes in maths.  
(*F. Maths Education*).

According to my grade in both, first year and my secondary school. (*F. Maths Education*).

I wasn't planning to be in this major initially, I prepared myself for social science but unfortunately that major had enough students and could not accept more.  
(*F. History*).

According to my foundation year GPA and my interests. (*M. Information Systems and Libraries*).

Because I had low grades in my first year and all my efforts to do better failed. This is better than other majors. At least here I feel that I can succeed. (*F, History*)

Because it is easier, I can recover my grades, and because Education is a new department. I therefore stand a better chance to get a job after I graduate. (*M Art Education*)

## (ii) The Relationship Between School and University Studies

Some students did not think the subjects taken at school were relevant to their university studies.

It doesn't help that much, the curriculum in the school is just increasing our general knowledge. (*F. Humanities*)

It didn't help at all.. it just gave us some general knowledge. (*F. Art Education*).

I didn't get much benefit from my secondary school. All the subjects I had ,were without any benefit. (*F, History*).

It didn't help me at all ... I think there are no links between the curriculum at school and the availability of majors at the university. (*M Art Education*)

I feel that I'm using my knowledge in history and geography only these two... all other subjects were of no help. (*F. History*).

It didn't help me that much as my main major is computing and programming and we didn't take anything relating to these things at high school. (*F. Computer Science*)

However not all students took such a narrow view of the relationship:

Quite good, especially mathematics and physics. But I think something must be done to the high school curriculum, especially the English curriculum, and for people who will be studying engineering in future. The curriculum has to prepare us for the university's system, to give some ideas about what

we will be studying at university. (*M. Mechanical Engineering*)

It helped me a lot especially maths and algebra, which I found gave me a foundation in maths. Other subjects not that much. (*F. Maths Education*).

Well... I think it helps me in some units, especially the requirement of my major and the optional subjects from other colleges. I feel that I have a good background in these subjects because of my secondary school knowledge. (*M. Information System and Libraries*).

I don't know, when I was at school, science was my major and now I've shifted it to art. (*F. Art Education*)

I just got benefits from Mathematics and English at high school. (*F. Computer Science*).

The influence of grades in GCSE and after the first foundation year at university are clearly evident, and posed problems for those that were limited in their choices while those with high grades had greater choice. However, the views of the relationships between school and university subjects are more mixed. While some felt there was little choice in their major others were satisfied with them.

### 6.3 Students' Satisfaction with their Majors

One of the findings to emerge from the quantitative analysis concerned the university's flexibility, especially in relationship to choice of major. It seemed important, therefore, to see under what conditions students were satisfied with their majors before looking at the issue of dissatisfaction.

I have talents in painting and art. Although the students here are very few, I still find that the course is challenging and

therefore I always try my best. I like it and I think it is a good idea to have an easy and interesting major without lots of headache. (*F. Art Education*).

It's a good field and it is a new and easy subject. The lecturers do not repeat themselves and each time we learn something new. It is a new way in teaching and learning, I don't get bored with it, and it has led us to think more rather than emphasising the quantity of knowledge. Yes, and I expect more from it in order to motivate me to improve myself and my grade, so that I can make up for the units I failed (*M. Humanities-Media Studies*)

This student failed some units and by changing her major has a renewed interest.

This is an issue we shall explore further when we look at those students who did manage to change their majors.

As the computer is the latest technology of this world and it is a new major in this university, I found it suitable with my grade and interest. (*F. Computer Science*).

I have liked mathematics since I was at school. Yes 100 per cent I am satisfied with it, and everything is going fine. It meet all my needs. (*F. Maths*).

Yes... it is quite okay, and I have some interests in history. And the lectures has increased my knowledge, I found that it's interesting...I was looking for a major, which will enable me to maintain high grade and in this major I found most of the students have low grades. So I decided to be here so that I can challenge them easily to achieve high grades. (*F. History*)

Yes I am happy with it. I built my hopes upon it, and the academic environment is really good and pushes me to do more and work hard to improve my grades and myself. (*M Art Education*)

Yes, I feel and believe that I will do well in this subject. (*F. Art Education*).



Yes, I like my major because it the closest to what I was looking for, it's new, has new methods of teaching, connecting me to the new technology and it updates me with general knowledge. (*M. Information System and Libraries*)

I found that it meets my requirements to be a future math teacher. (*F. Math Education*).

When I finished my foundation course at the university I found that this major fits my capabilities as compared to other science subjects. (*F. Math*).

While some clearly were satisfied with their majors as the above evidence shows, many were not and sought to change them.

### 6.3.1 Why Students Changed or Tried to Change Their Major.

Given the rigid system by which students are allocated majors it is not surprising to find that some of the interviewees wanted to change:

Yes. I tried to change my current major, I'm not interested in it, but I couldn't. The admission department didn't accept my application to transfer to social science, so I had to stay in this major. (*F. Humanities*)

I tried to change my major to nursing but my grades didn't help me. And then the admission department put me in Arabic studies, I then tried to change to history. (*F. History*).

I had no interest in continuing with the major which was chosen for me by the university (chemistry). I was interested in biology. But I couldn't do it because of the rules here at this university which are really confusing. How come they chose the chemistry for me as major while I failed in chemistry in the foundation year, that means I didn't complete the requirement for the major, so you can see that they themselves are confused. (*F. Art Education*).

Two of the interviewees pointed the difficulty of studying in Science:

I switched my major from science to education, because it is well known that it is hard to study in that faculty. Moreover the lecturers' teaching is so boring and their lectures are difficult to understand. And some of them [lecturers] treat us like kids. (*M Art Education*)

I was in the science faculty and I changed because it was too difficult to finish there, and I couldn't adapt myself. The environment there is not conducive because of the lecturers and the style of teaching is too difficult for me to cope, I was not able to finish because I had low grades. (*M. Humanities-Media*)

Another reason cited for changing majors was related to the university's limited academic provision, which restricts students' choices in their selection of majors.

Yes, that's because the specialities in this university are so limited, choosing our major gives us few options. (*M. Information System and Libraries*).

What is evident from these interviews is that it was difficult for students to change their majors under the present system and often the decisions made by the university administration appeared arbitrary. Balanced against these frustrations were the efforts of students' peers. In the previous chapter the role of the peer group in helping to 'pull' students through university was analysed. In the interviews students spoke positively about the help they gained from their peers.

## 6.4 The Role of the Peer Group in Supporting Students

My peers helped me a lot by advising me and trying to solve my academic difficulties, by motivating me to work by studying together and by keeping in touch with me all the time. They supported me by giving me the notes from lectures I had missed. (*M. Humanities*).

I did feel it with my previous major that they could not help me. The previous study was just theoretical, while in my current major I can feel the team spirit when working with them. You feel that you are always challenged, which I like it. (*F. Art Education*).

They have affected me in a positive way. We study and go to the library together, try to motivate ourselves and this eases the academic pressure. When we meet we try to talk about our problems and try to find a solution. This is the only way because we cannot get help from the university. (*F. Maths Education*).

My peers are really helping me to achieve high grades. There are three of us and we are always challenging each other which encourages us to work hard and achieve good grades. (*F. Maths*).

Yes ... they have affected me in a positive way. They help me to improve my academic performance, especially when I feel that I can't do more work because of the other subjects' pressures. (*F. History*)

I surely agree that, friends from the university or from the same major provide a competitive spirit in my major. We try our best here to challenge each other. (*M. Art Education*)

They drive me to study, and therefore to improve myself. They are also very helpful and make my academic life easy especially when I have asthma. (*M. Humanities-Media*).

Yes, they affect my academic life positively by encouraging me to study and to complete my project in a good co-operative environment. (*F. Computer Science*)

I agree, when we have good friends at the university they can help us increase our academic performance. (*F. Art (Ed)*).

Yes they affect me positively. By studying together, trying to explain to each other what we couldn't catch from the lecturers, doing our projects in groups, give us the sense of team work and pushes us to do more and more of our best. (*F. Maths Education*).

However, a few interviewees believed that peers were not important. Of these, two were students with other commitments while the last one quoted just seemed to take a different view:

In my case I don't think that it is necessary to have friends. I don't have time to stay at the University I have to finish my lectures and go back to my work. (*M. Information System and Libraries*).

No there is no time for friends at the university. I finish my lectures and after that I have to attend to my kids. I can't leave them all the day with the housemaid. (*F. Computer Science*).

They have great influence, and that is why I have limited my friends at the university. They can be helpful but I get so dependent, so it is better to work alone as much as I can. (*M. Mechanical Engineering*)

## 6.5 Relationships with Faculty

If Peers provided support that was not the case with lecturers. We saw, in the previous chapter that a fundamental problem seems to exist in the relationship between students and lecturers. Very few of those interviewed had good things to say about their lecturers, although their criticisms varied.

They don't care about revising their lectures, they often don't turn up for lectures, and there are number of lecturers who don't give students what they deserve. Some of them as well can't deliver knowledge to students. . (*F. History*)

Many reasons and they are different from one to another. For me, there are many distractions in my life. Some lecturers want the students to be 'parrots', writing and accepting what

ever they say. In addition some lecturers fail to understand their students and create barriers between them and the student. The students also feel it difficult to understand the lecturers, which causes them to ignore the lectures or drop the course until some one else teaches it. (*M. Mechanical Engineering*)

I'm satisfied with my major but with my minor (Education) I feel that I can't cope with the lectures, it is all about theories and methods in teaching which I found do not match with the actual education process in our schools. Another thing is that the Education lectures have many students from all the faculties in the university. Our work during the course is useless because the lecturers can't deal with big numbers of students so they use the curve system in assessing the students, which I feel is unfair to assess all our work and projects without any consideration to the students abilities and what they did during the semester. (*Maths Education*).

Not all lecturers were considered unhelpful:

Although I blame the lecturers, but at the same time I do get some help from some of them. They offer help if we ask them and try to help students to pass their exams, which gives students a chance to prove themselves. (*F, History*).

However, some students did not feel the issues were all one sided and they took a poor view of some of their peers suggesting a viscous spiral of uncommitted lecturers creating uncommitted students:

The teaching methods and the non qualified lecturers are the main reasons, the lecturers have to update their knowledge in their subject, have to know how to deal with the students and try to know or discover at an early stage the student's difficulties and help him to solve them. The carelessness of the students and their absenteeism, which affects their studies, follows. (*F. Maths Education*).

The reasons sometimes are related to the lecturers. They can't understand the students and their needs and they always think that we come here to play or show off. It is true that some of

the students don't care about their studies and they always miss the lectures. They just come to meet their friends; most of my friends do that. (*F. Humanities*).

Most of the students are not concerned with their studies because they feel bored with their majors, and also the lecturers make life at the university really difficult. They are not helpful. And the timetables for the hours are not flexible, the period of lectures are very tight and frequently the break time is inconvenient for students. (*F. Art Education*).

I know some of my friends who chose majors, which are not related to their abilities leading them to have low grades. This usually happens when the university decides for them their majors, and as a result a majority of them waste their talents. The lecturers also fail to identify the hard working students and the weaker ones. And finally, some students have their own problems at home, for example my cousin cannot cope with her studies because of her responsibilities toward her family and kids. (*F. Maths*).

What is significant about these interviews is that they introduce a dynamic element into our understanding of the issues of the possible causes of wastage which clearly requires further analysis. It also points to some of the limitations of quantitative analyses alone since the possibility of some kind of downward spiral in the relationships between lecturers and students could not have been addressed by the instruments used in the previous chapter.

In the following example an interviewer links students' attitudes back to their preparation in school.

I think bad companions lead students to be careless about their studies, so they do not attend lectures regularly. The difference between the way of teaching in school and university is that students come to the university without enough preparation for independent study. They don't know

how to do research or take notes from the lecturers and even sometimes they don't prepare themselves for the examinations. The system is totally different from schools. (*M. Art Education*)

This raises questions about the process of induction for students at university as a way bridging the gap between school and university, and the fact that such processes are non existent, which in turn leads us into an analysis of the university administration.

## 6.6 The University's Academic System

When asked about the problems with the academic system, several key issues arose. The first of these concerned the system of student assessment.

A lot of reasons for example, the packed exams at the same time in the same day. University the assessment or the evaluation methods are not fair and need to be changed. And finally, forcing students to be in majors that does not fit their interests. (*F. Computer Science*).

I think it is because of the load of the subjects, and the assessment system is not fair for the students, I think the university have to change this course system especially with the big group units. (*F. Art Education*).

The time table is packed. And lastly the method of assessment is really unfair. I think the university has to change and make a real evaluation of its policy, staff activities, the buildings, everything to improve and serve the students in a better way. (*F. Computer Science*).

I have to take 6 or 7 subjects in a term and I can't complete the whole requirements for the course. There are also times that I used to have 2-3 subjects of examinations in the same day, which I find it is hard for me to study at the same time. (*F, History*).

So in addition to problems with lecturers, and dissatisfaction with majors, students indicated they were under pressure in terms of the exam system and the way it was programmed. Finally, some students may have found the divide between school and university difficult to bridge and in this they were not helped by the university. Again, there is an indication that when confronted by students who do not know how to study at university some lecturers resort to old fashioned school methods of rote learning wanting their students 'to be like parrots'.

It will be evident that these concerns are symptomatic of wider problems with the university administration which serve to frustrate students hopes and aspirations:

## 6.7 The University Administration

Just as some students experienced their attempts to change their major as arbitrary so other aspects of the system were also experienced as arbitrary:

The university always has improper policy formulation; they decide things without consultation, and most of the time they decide it at the wrong time. For example, they decided to raise the percentage for passing the exam in the middle of the exam days, which really interrupted us and put us in difficulties. We didn't know how to study, because we were worried about the previous exams, will we pass it or not. We did not study and prepare well to achieve high marks. And one important thing, YES they affected my future by choosing for me to study history. I am not interested in it and it wasn't one of my options when I filled in my application. They put my future at risk I don't know whether I'll have a job after my graduate or not. My motivation for studying has been affected. Now I don't care about my grade I just want to finish this study. Only one thing I can say: I'm really disappointed with the university. . (*M. Humanities*).

The effect is negative most of the times. Once I had to sign my paper to drop out, it took me long time to get it done, the



papers need to be signed by many people, who most of the time, are not in their offices. The process is so slow because of the bureaucratic rules and regulations. (*M. Mechanical Engineering*)

Honestly, they make everything so complicated at this university. If we want to solve a problem and ask them for help they double your problem, so that you feel that you are in a block, you can't go through it. The university has to change their policy and reshape the university the head to toe. (*F. Art Education*).

The university administration doesn't know about students' lives and what's going on, and we suffer from the way they treat us as adults. They should consult the students and know what their needs are, solve their academic problems, and share with them in making decisions, especially when they want to improve or develop the regulations. The students' needs have to be taken into account. This is what we really miss here at the university. The university also has to change their policies to adapt to the needs of the local society. (*M. Information System and Libraries*).

Generally I'm satisfied with the university, but I hope that they improve their management and the regulation. I think the university should be updating itself, looking for the latest experience in managing universities and creating new ways to make the students feel that they are the most important assets in the academic process at the university. (*F. Computer Science*)

Although I don't have any problems here, but I see how my colleagues are suffering from the university and the department, they really have changed my mind about the university. In fact the university is like my secondary school but a bigger version in term of the building size but all other things are the same. They fail to deal with the students as young persons which affects students' identities. (*.F. Maths*).

However, there is some awareness that the university needs to provide better guidance and some changes have been made but clearly they have not been systematic:

There has been much discussion about this. I don't see any big changes and most of the systems and roles have yet to change. The advisors need training to advise the students, they totally changed my motivation about finishing my studies, I was lucky that I switched from my previous major otherwise I would lost my chance to graduate. (*F. Art Education*).

They divided us into groups and they gave each group an academic instructor, who really helped us in choosing our subjects and we always refer to him when we have any problems with the registration department. (*F. Math Education*).

We can conclude this section with a quote from one student who has summed up the overall situation:

Yes when the students are comfortable with the environment, they will do better and the give their best. There should be good relationships between the administrators and the students. Therefore both students and administrators can co-operate to achieve the plan, and they should sort out all the difficulties which the students face in their studies. I think we missed the fact that in this university there is a big gap between the students and the administrators. As a result, most of the student drop out and apply to other university abroad. (*M Art Education*).

Given these experiences we might expect that students' views of university and their ambitions might have changed as a result. Most of the students come to the university with specific motives, ambitions, and expectations. But during the course of their study, their visions and expectations will change. Sometimes changing expectations do have benefits for their academic progress and in some cases the result is the opposite. To find out more about how students' motives, ambitions, and expectation have been changed by attending university questions relevant to the issues was asked.

## 6.8 Students Changing Goals and Ambitions

In some cases, where there was a direct vocational relationship between the nature of courses studied and the labour market students were unchanging in their goals:

To secure a career. Actually to be an engineer means a lot to me in building my future. (*M. Mechanical Engineering*).

Because it is a new major here and I think that when I graduate I am guaranteed a job, because of the small number of graduates and the need of labour market for especially Qatari graduates. In addition, this major has computer courses, which gives me good chance to find a job. (*M. Information System and Libraries*).

Because it is new field of study here at the university and I think the computer world and any thing related to it is most preferable for a job. (*F. Computer Science*).

These students, by focusing on the links between their university courses and the job market, were able to ignore the disadvantages of the university academic and administrative system. However, not all were in this position.

Before attending this university, I thought that this place was prestigious, and that I would get what I needed. I could achieve all my dreams and be a social worker, helping every one in my community, but then I found that all my dreams had been broken. I feel that I'm still at school it doesn't seems that there is difference between them, the same way of teaching, and no way for the students to make their own decisions. (*F. Humanities*).

It has changed a lot, the visions and dreams at the school and the first year at the university, were narrow. As time went by my goals and ambitions have changed according to the changes in my study. During school my visions were to finish my education and to get a highly respectable job. But now, I think I can't reach my dreams as my grade is too low. I can't

go for my post graduate studies which I had planed to do. But the university couldn't help me to achieve that, and now I just want to finish my remaining years of study. I will be fine as long as I have my degree. (*M Art Education*).

When I came to the university for the first time I felt that I had reached the kingdom of knowledge and the highest organisation in my academic history, but unfortunately it wasn't. All my hopes are gone. I feel bored from the style of teaching, the way I study, I feel that I just want to finish my study as soon as possible. (*F. Math Education*).

I don't know what to say ... my ambitions and all my expectations have gone down and to the worst... I thought that the university was where we can build ourselves developing our ideologies and a chance to reshape our ideas ... but I found it totally different, lots of pressure, lots of lectures, no authority, no recognition of our opinions... they don't give us the chance to present ourselves. (*F. History*)

Yes, they have changed. Not quite sure if they are better or worse. I had lots of ambition before I attended the university, but then I found it difficult to reach my goals and graduates at the same time as my peers. But at least now I'm realistic, I have become more specific and clear in my ambition. My ambition is limited but practical and reachable. (*M. Mechanical Engineering*)

Yes I was hoping to finish with a high grade but after these hard working courses and the unplanned rules of the university. I just want to graduate and finish my studies, even with a C grade will be fine to me. (*F. Computer Science*).

My ambition has greatly changed, but I actually I don't know what my ambition is right now. All I care about is to graduate till then I have no idea. (*F. History*)

I believe that I will be a teacher when I graduate which I didn't plan on. Previously, I planned to be a social worker in the public service, but I couldn't do it. (*F. Art Education*).

I was hoping to finishing my degree and graduate from the university, but I am shocked with all the troubles I have faced at the university that I never had at school. My ambitions were larger and I had lots of hopes and goals to be achieved but I don't think it will happen. (*F. Art Education*).

I have many goals and aims to achieve, but now I have lots of social and family responsibilities. So I just want to finish my study and make a decision about my future. I want to have a job so that I can help my family and that's all. (*M. Information System and Libraries*).

My goal was to achieve and have high grades, and try to gain the latest knowledge in my field and have a good time as well without any pressures. I was hoping to find different opportunities and activities from those at high school but I found that they are the same. (*F. Computer Science*)

While some had broken or changed dreams at least one had been encouraged by staff:

At the beginning when I started my academic life at the university I thought that a bachelor's degree would be the last stage for me. But after studying here my teachers have motivated me to complete my studies especially in maths not education and I am doing my best to complete. (*F. Maths Education*).

## 6.9 At Risk Students

Several students in this sample were 'at risk' and therefore might provide some insights into the factors that had affected their chances of succeeding.

Well, after my first failure in the previous major... I was thinking of having a simple and more practical major. Now I am happy with the present major I am enrolling after passing the admission test.  
(*F. Art Education*)

I had chosen it [the major] after I had lots of warnings to improve my grade but I couldn't, so I changed my major to keep myself going here at the university till I could get my degree. (*M Art Education*)

I like this art, after all the difficulties that I had in chemistry. I dropped out for one year and then I came back to have another chance to change my major to art, even if I'm not good at it at least there are not the academic problems that I had in chemistry. (*F. Art Education*).

These students were fortunate enough to be able to change their majors, others found it more difficult:

No... I feel that I can not stand it anymore. I have to finish soon...I have listened to my friend's advice that it will be a waste of time changing my major and I will not be able to graduate at the same time as them. So I decided to go to the end and finish it, especially as there is no choice for me to complete my study abroad or anywhere else. (*M. Humanities*).

Yes, [considered dropping out] because I worked during that time so I could get some money to spend. I don't understand why the university does not allow students to work while studying? If the reason is because the students may not do well in their studies, I don't think so because there are many students who get low grades and they are not working. I don't know why the university makes life so difficult for us. They have to know that we are becoming adults and we need lots of things while we are studying so why don't they give us the chance to improve ourselves. We do not have to drop out as long as we feel that we can provide all our living expenses. (*M. Mechanical Engineering*).

After considering work, I suspend my studies because it is hard for young people to finish their studying without any sources of income. (*M. Information System and Libraries*).

Without doubt one of the major considerations in students completing their studies was the possibility of getting a job. In other words it was the 'pull' factor of the labour market that encouraged them to complete. Often, concerns in relation to the family were linked to the aim of getting a job, either to help them out or to avoid blame.

### 6.10 Economic Reasons for Completing

Yes... it is important [to graduate] at least I'll get rid of all the confusion in life. I hope I'll get a job with my degree, but I doubt it. If finish my degree it means that I can avoid my family blaming me for not continuing my studies (*F. History*)

Yes I agree 100 per cent...without this degree I will not be able to get a job, and will not have the chance to serve my community. (*F. Art Education*).

Yes... I have to graduate. And to have a job, because without that degree I can't survive at all especially I have to help my family to live. (*F, History*)

Of course it means a lot to me, especially these days, because those who do not have a degree are less fortunate and their chances of getting a good job are slim. I would have lower status if I failed to get my degree compared to those who are successful. (*M Art Education*)

Yes I agree 100per cent that without this degree, I will not get a job, and there is no chance of serving my community. (*M. Humanities-Media*)

It's means everything to me now. I have to finish it soon; my future career and all my problem will be solved if I get it. (*M. Mechanical Engineering*).

I hope I can get my degree and drop all the fail marks, so then I can get it with a good grade. I feel it is really important to have the degree with good grade. . (*F. Art Education*).

Yes, it is very important to me without it I can't get a job. Without this degree I will be a useless person I have to get my degree and have a good job. (*M. Information System and Libraries*).

The 'pull' factor of getting a job is not only about earning a living but gaining respect from parents and the wider society. The three are closely tied:

Yes. It [a degree] is most respected. For people in our community graduates are of some account. And the most important is to have a job. (*F. Math Education*).

Yes, I'm looking to that day when I graduate and make my family proud of me. At least I will have achieved what my parents wanted me to be, one of those people who have their degree with distinction. I hope I can maintain this level till I graduate. (*F. Maths*).

Access to the labour market and getting a job is one of the factors that students had mind from the beginning of their studies. However, as they progressed through university they became more conscious of the problems in getting a job because the linkages between higher education and the labour market were not always clear. Here some of the issues raised by the quantitative analysis are explored in greater detail.

### **6.11 Students' Views of the Relationship Between Their Studies and the Qatar Labour Market**

First, they were asked about whether they thought they would get a job with the major they were studying for. Here the type of major seemed important as to whether they thought they had a good chance or not.

I hope so. I don't think I can get job with a history major.... I wonder what kind of job we can get with our history degree. (*M. Humanities*).

I doubt it but I don't have to be without hope, they might create jobs for history graduates in labour market. .(*F. History*).



I don't think so ... because this major has no place in the market. I don't know what kinds of job will be offered to me. (*F, History*).

In my case I think I have to study for more 2 years after graduation and get a diploma in education, so that I can make sure that I get a job as a teacher. (*M. Humanities*)

I don't have any hope because there are a lot of graduates from my major waiting for job offers. (*F. Art Education*)

What is significant is that students studying the same major can come to quite different views, what separates them is gender. This is especially the case with Art Education majors.

There are opportunities in the labour market for my major since there are not many Qatar male graduates in this major. (*M. Art Education*).

Yes I'll get it easily because they need my major in teaching, especially graduates from this department. (*M Art Education*)

Yes. Because there are many opportunities for my major in the labour market. This is because only a few Qatar males are studying for this major, and therefore arts graduates do have opportunities in the labour market. (*M. Humanities-Media*).

There are very few numbers of males in this major and therefore there are greater opportunities in the labour market for them to work as teachers or interior designers. (*M. Art Education*)

Because there are few males in this major there are many chances of getting a job as a teacher or interior designer. (*M. Humanities-Media*)

However, the gender issue could go both ways:

I think they will get lots of benefit as my major is on demand and there is a shortage in the labour market of female Quatrains in computer science. (*F. Computer Science*).

I think the benefit of my job is that this major is new and the labour market needs females to fill the empty places in all the government's organisations. And even in banks and other companies. (*F. Computer Science*)

For others, where there was a demand for technical subjects, opportunities seemed more transparently available.

I still hold my previous job, and if I don't graduate, it might go to new graduates. They just gave me six months to complete my study. Otherwise I'll be without a job. (*M. Mechanical Engineering*).

Yes I'm sure about it, because there is a shortage in the maths field in the schools, and all my friends who have graduated with the same major have got a job straight away. (*F. Maths Education*)

Yes I'm sure because there are vacancies in the Ministry of Education to teach maths at school. (*F. Math Education*)

I'm guaranteed a job because there is a need for my major. (*M. Information System and Libraries*).

As the country is now moving towards the industrial age, I think the labour market will benefit from graduates in my field, and therefore we will be employed within a short time after graduation. (*M. Mechanical Engineering*)

My major gives me chances to work in many different fields, where no one can monopolise the jobs. (*M. Information Systems and Libraries*).

I will be a teacher in math, unless I get another job that suits my major. (*F. Maths Education*).

I'll be a teacher and that is good enough for women working in this field. (*F. Maths Education*).

It is also clear that in some respects the labour market operated according to a degree of merit. This was especially the case in relationship to university positions:

I think that I'll get job but I have to improve my grade to secure the process of having a job. (*F. Computer Science*).

I hope that I can get a job at the department here at the university, so that I can get the chance to get the scholarship. (*F. Computer Science*).

I don't think in the real labour market I can get a job with my major, I think it can only be used in the academic field. Teaching or researching in one of the university centres. (*F. Maths*).

In continuing to explore the links between the labour market and higher education the students were asked to talk more about the reasons why some graduates find it hard to get jobs. The students focused on some critical issues such as: fewer opportunities for women, the problems of low academic achievement, foreign workers and the crisis in the economy.

There are less job opportunities give to the women in the labour market. Some graduates prefer to work in offices, they don't want to have hard work. Most of the graduates want the government jobs, which offer them lots of benefits to match their high standards of living. (*F. Humanities* )

I don't think the government is providing enough jobs in relation to all the majors offered by the university,... lastly there are limited job opportunities for women. (*F, History*).

I think this might be related to the lack of connection between the university and the labour market. And also most of the students graduate with low grades, which decreases their chances to get a job. (*M. Art Education*).

There is a lack of connection between the labour market and the university. They should plan demand in the labour market and therefore match it with the majors offered by the university. The university must offer new fields of study so that they can control the number of graduates according to labour market demand. Now we can see that some majors have high numbers of student and they still accept new students although the labour market is full of them. (*M. Humanities-Media*).

There is no connection between the labour market and the university. The university still accepts students in some majors while there are no jobs for those who have already graduated with these same majors. (*F. Maths Education*).

The courses at the university do not relate to labour market demands, it is away from the real need of its demands... the university is producing graduates for office work not technical fields, which the country needs now... (*F. Maths*).

I think the main reason is that the graduates just want to work in government and they don't want to work in the private sector. I don't know why. They might think like I do that working in the private sector does not give you prestige because this sector is associated with the foreigners. (*M. Mechanical Engineering*).

The high number of foreigners who occupy most of the jobs. It could be also due to the economic situation of the country. (*F. Art Education*).

The financial crisis has affected the labour market in indirect ways so that they employ diploma holders or secondary school graduates because their salaries are not as high compared to graduates. On the other hand most graduates look for jobs where there is nothing to do and they don't require hard work like office work. That was a general issue

for both males and females but the some females don't have job opportunities because of their families who don't want them to work with men in the same place. That they think it is against their custom. (*F. Computer Science*)

## Summary

This chapter was designed to accomplish two related aims: to use the qualitative research to elaborate upon the issues raised in the previous chapter and to see, whether in doing so, the interviews would also yield further insights into theories that might best explain why there are such high levels of wastage at the university. In terms of the first aim students gave voice to the factors that the quantitative research showed had so de-motivated them once at university. This was not the case for all of them but for many. Here a number of factors identified by the qualitative study were reinforced. The lack of options in choosing majors due to the rigidity of the university system was a major source of dissatisfaction, similarly relations with faculty and an arbitrary system of administration fuelled this dissatisfaction. Finally, the way students read the labour market differed according to their gender and the type of major they were studying.

In terms of the second aim we can begin to see how the static analysis of the quantitative research can be understood more as a *process* in which the relationships between faculty, administrators and students have developed into a downward spiral. In this spiral lecturers often treat students as if they were still at secondary school while students respond either by failing to turn up to lectures or by not seeking help when they need it. Again, the interviews showed there were exceptions to this process.

Some students were determined to complete even when 'at risk' due to family and labour market pressures. However, given the high level of wastage at the university such pressures did not apply to the majority of students.

## **CHAPTER 7**

### **Research Conclusions and Recommendations**

#### **7.1 Introduction**

In the foregoing chapters, an attempt has been made to provide some answers to the questions posed in chapter one, about the relationship between the higher education system and the causes of wastage in Qatar. There were three research questions to be addressed in this thesis:

- 1) What factors appear to play a role in high levels of wastage at the University of Qatar?
- 2) To what extent are western models of wastage applicable to the situation in Qatar?
- 3) To what extent are possible explanations for the causes of wastage context specific to the university-society relationship in Qatar?

These issues will be dealt with in turn.

- 1) Factors that appear to play a role in high levels of wastage at the University of Qatar**

Several factors emerged as needing further investigation as a result of this study. These were: (i) the transition from secondary school to university (ii) the inflexibility in the choice of major (iii) the poor communications and relationships

between faculty and students (iv) problems in the administrative structure of the university (v) low overall levels of motivation amongst students and the status of the university (vi) and problems in the linkages between higher education and the labour market.

(i) *The transition from secondary school to university.* The evidence suggests that there are two issues here, students are not well prepared to make the transition from school to university while some students commented that staff treated them like school students. In contrast to Britain, students can go to university after GCSE, rather than pursuing two years of A level studies which might be seen as bridging the transition between school and university in terms of the study skill demanded. At the University of Qatar there is a foundation period for two terms where such a transition might be made but its effectiveness needs to be questioned and more emphasis placed on study skills. This is an area where more research may be needed but change could be examined now through consultation with students. This could start at the moment they are first accepted for university through a system where a thorough assessment is made of their needs, motivations and interests. In addition a system of support throughout the foundation year is required for students to monitor their progress and guide them into choices appropriate to their interests and academic strengths. This is important for academic staff and administrators, as well as for students because students, to-day, have different ambitions and aspirations from those that entered the university when it first opened in 1973. The new generation, thinks, behaves and socialises in ways that would be described in the west as modern. This is particularly true of young women. It can be seen from chapter 6 that both young men and women have a subtle understanding of the labour market and the academic programmes

that will increase their chances of getting a job. This is a good example of the increasing sophistication of young people in Qatar.

(ii) *The inflexibility in the choice of major.* This can be seen as a related issue to the first since it bears on students' motivation. Their choice of major is determined quite rigidly by their GCSE subjects and grades and by their performance on the foundation course. Students felt strongly about the inflexibility of this system which appeared often arbitrary to them and which meant they could not always study the subjects they wanted to study. In particular, those that had come to the university with low grades were at a particular disadvantage, yet it could be argued that it is these students that need the most motivation. Again this is an area where change which creates greater flexibility could be initiated now. As regards young women, new fields of study need to be open to them so that their choices are not restricted, thereby linking their university programmes to their aspirations and so increasing their motivation. This point can be made at a more general level which is that the programmes offered at the university need to be more sensitive to students wishes and motivations. It could be argued that the present inflexibility is due to a wish to optimise the university's resources so that students are evenly allocated to staff so that all academics are fully employed in terms of teaching. However, this model of resource allocation has to be weighed against the cost of wastage.



(iii) *The poor communications and relationships between faculty and students.*

Students did not regard their relationships with academic staff members as satisfactory and the situation seemed to be worse for 'at risk' students who were less inclined to see the academic staff as approachable in a number of ways. This is a complex issue which will be discussed further in the discussion of the third research question. However, it could be argued that these relationships are at the heart of the internal university factors affecting wastage since they are central to teaching and learning. Some students considered that their treatment by academic staff had led to a downward spiral in relationships where students responded negatively to the way they perceived they were being treated by staff.

There are areas where the university could immediately start to think about improvements. More emphasis on the role of academic supervision would be a start. A suitable and effective plan should be drawn up to monitor students' progress and to find out their concerns. Devoting enough time by lecturers for regular meetings with students under their supervision would help enhance students' trust and serve as an incentive to work harder.

In turn this would involve ensuring higher morale amongst lecturers and the time to engage in such supervision. The necessity of job satisfaction for lectures is therefore essential. But this would necessitate the reduction in the number of students per class. Currently, in certain popular subjects the class is made of as many as 70 students. This makes the lecturer's job very difficult since he/she cannot develop the desired teacher-student relationships, cannot pay close attention to individual students and cannot keep track of why students may not be attending. Furthermore, this class size has a severe impact on the workload when

it is remembered that the system requires half-termly assessment, end of term tests, a number of essays and assignments, laboratory experiments, tutorial sessions, etc. In addition, lectures are expected to carry out and supervise research work and take up some administrative duties.

As a result, students feel that they are not getting enough attention from lecturers and hence become de-motivated.

Due to heavy workloads, some lecturers do not investigate the reasons for poor attendance of the tutorial sessions. This might serve as an encouragement to some students not to attend and may also perceive it as lecturers not take these sessions seriously. Therefore, tutorial sessions lose their credit and effectiveness.

Finally, there should be more emphasis on the assessment of lecturers' abilities to teach, since acquiring postgraduate degrees does not guarantee teaching skills. Therefore, staff development should include courses on teaching skills using most up-to-date teaching aids and methods. It would be helpful if the university set up a teaching and development unit that could monitor and evaluate teaching and introduce systems whereby staff could be coached in order to improve their standards. It should be emphasised that this unit would not be seen as punitive but as a support for lecturers in order to win their confidence.

(iv) *Problems in the administrative structure of the university.* Many of the issues raised above concern the administration of the university and the messages it sent students about how much they were valued. The administration appeared inflexible, arbitrary in its judgements and remote. Again, there are issues of the interpersonal relationships and orientation of the administration to students

that need to be addressed. Administrators at the university are Qatari who have gained advanced degrees in Britain and America but they have not applied the flexibility and ethos of support for students that can characterise universities in the west to their own students. There may be cultural reasons for this which will be discussed in relation to the third question of this thesis. Nevertheless, there are areas where improvements should be made. For a start, the university should establish management information systems that are open, transparent and enable it to monitor its own performance in a way in which self-criticism becomes central to improvement.

(v) *low overall levels of motivation amongst students and the status of the university.* The findings of this study suggest that there is low morale amongst students and in asking third and fourth year students to think back to when they first entered the university it is clear that the university has contributed to this decline in motivation and hence goal commitment probably for the reasons given above. However, the university was not considered as high status by a significant proportion of students on entering university since, if they had the money, they would have preferred to study overseas which would not have helped motivation. But it is hard to know whether if the university improved this would change its reputation when universities abroad may always seem more prestigious. This may be a structural problem which could only be overcome by attracting more prestigious academics, providing them with large research budgets as well as improving university-student relationships.

(vi) *Problems in the linkages between higher education and the labour market.* A fundamental concern that is beyond the university to deal with is the way students perceive the relationship between what they are studying and the labour market. A significant minority did not think that there would be equal opportunities for them in the labour market because of nepotism. However, the qualitative research suggested that their reading of their chances in the labour market was subtle with some thinking that a more general major would be bring them greater opportunities while others thought the opposite, often with good reasons on both sides. But the overall fact remains that the proportion of women in the labour market is low at a time when there is a major shortage of Qatari graduates in the labour market. A campaign should be mounted to encourage more job opportunities for Qatari women while maintaining local traditions. This requires an education on the importance of women's contributions to the development of administrative and technical positions in addition to the teaching field.

In turn students need to be persuaded of the importance of the private sector and its advantages. This should result in convincing graduates to work in private firms reducing graduate unemployment. This could be helped if the university could initiate policies bringing the labour market and the university closer. Students should be able to gain work experience at government and private institutions. This would give them the opportunity to learn more about their possible future positions. This system could be part of a sandwich course sponsored by the employers. Regular reviews and assessments would have to take place by a committee made up of the relevant academic and industrial supervisors and students could gain credits for their placement performance. In addition, a career office should be established that links the University with the labour market by

seeking intelligence on the demands for different types of graduates. While that intelligence is needed, some changes would require little intelligence because they are obvious. There is a need to focus on generic skills as part of providing degrees suitable for modern industry. For instance, fluency in foreign languages, especially English and acquiring computer and information technology literacy are needed across the board to enhance individual's abilities and hence improve their chances of getting decent jobs.

### **To What Extent are Western Models of Wastage Applicable to the Situation in Qatar?**

The model adopted to guide this research was developed from the American literature on wastage. So the question is whether it provided an adequate guide. In some respects it did since the issues raised above would not have been identified without it. However, there are other areas where the conclusions reached above may be more suspect. For example, one of the findings of this research is that family background variables appear to have no impact on whether students are 'at risk'. However, it may be that the researcher adopted western models of the family, that is the immediate parents, rather than a Qatari model in which a more extended family and its influence is taken into account. The problem is that in a changing situation it is not clear how family background should be understood or conceptualised in relation to research of this kind. It should be admitted that the researcher took for granted both the situation in Qatar because it is where she comes from and the western model both of wastage and the possible role of family background in it and the more developed theory of social class discussed in Chapter 3 both of which appeared plausible within their contexts. Not all the

western literature shows direct effects of social class and it may be that the outcomes of this research are robust but this is not a conclusion which should be taken for granted. In fact the evidence from this thesis suggests that family background, however it is theorised, has little impact on wastage. This may be because, although there are inequalities in Qatar amongst its citizens, there is a high basic standard of living. For example all nationals own their own houses provided by the state. They do not have, therefore, mortgages or other living expenses that might be found in the west such as insurance or taxes. In addition transport is cheap due to the low cost of petrol, as is food. In education, as we have seen, there are no charges. Much of the additional welfare that might be needed is provided by the extended family. In all these respects Qatar is a quite different society to those of the west. For these reasons the traditional 'input' factors in western models are not likely to be appropriate in Qatar. Of much greater relevance are internal academic and administrative factors and the links between education and the labour market as has been the more narrow options available to women in relation university study and the labour market.

In other areas the use of this methodology might have provided a useful contrast to the American studies. For example, students had friendly and supportive relationships with other students. Although, this result is not consistent with previous studies in America where weak peer relationships was seen as a predictor of drop out. But no significant difference was observed among the 'at risk' and 'success' students in the University of Qatar. Where the American studies have emphasised the individual as the problem in dropping out, this outcome serves to emphasise the importance of institutional factors at the university as central to understanding the high rates of wastage.

**Are possible explanations for the causes of wastage context specific to the university-society relationship in Qatar?**

It will be evident from the discussion above that we need context specific explanations for the high rates of wastage in Qatar. So far the emphasis has been on the relevance of western models of wastage to Qatar. But this thesis has demonstrated that conditions in Qatar are sufficiently different for western models to have limited relevance there. We can now turn this emphasis around and say that the lesson for western policy makers is that their preconceived models and assumptions cannot be applied in any context. Different societies need to be understood in accordance with their own unique ways. Applying western models to phenomena such as wastage will result in unintended consequences and unproductive policy.

There are two areas in particular where theories need to be developed to explain the wastage and further 'tested' against data patterns. These are university-student relationships and the links between higher education and the labour market.

(i) *University-Student relationships.* It was indicated in chapter 1 that the introduction of the university into Qatari society brought with it the demand for relationships which were not common in Qatar. In traditional Qatari society status and jobs were determined by family and tribal relationships including norms, rights and obligations. However, a university system is based on individual performance and merit, this then demands a new way of conducting relationships, which need to be embedded. It will also be clear that in societies where such relationships are embedded not only in the education system but also the labour market it is easier to establish such relationships. However, in

Qatar, there was a significant minority of students who believed that gaining jobs was related to social contacts rather than merit, suggesting that the ethos of merit is not firmly established in Qatar. This makes the negotiation of relationships between lecturers and students difficult. There is no information in this thesis as to how lecturers view this issue but there is information about how students view it as well as the personal experience of this researcher. Although they need help, students do not usually turn to their lecturers for assistance and guidance as a matter of dignity and pride. Students are concerned that lecturers and peers would misinterpret their request for help as a means of getting closer to lecturers and gaining favours from them. Students are also worried about being criticised by lecturers if they show that they do not understand. But students also feel that lecturers are often unapproachable making matters worse. The authoritarian traditions of the secondary school which seem to have been imported as the solution to this problem at the University is not working.

This needs further research to see to what extent it provides a plausible theory of this fundamental problem. Such analysis would include more focussed questions to students of both genders about these issues, interviews with staff both expatriot and Qatari and observations of interactions between staff and students both in formal and in- informal situations. In addition administrative staff would need to be interviewed to understand why the choices of major they offer students appear to be limited. If, as has been suggested, this is in part because of the model of resource allocation they are working with, then alternative models need to be explored.



Further research also needs to be undertaken on the relationship between university programmes and the labour market. Two types of related research are needed. The first would be to find out employers' opinions, in both the public and private sectors, as to the educated labour they need. The second would examine the quality of those graduating from the university to ensure that their skills met expectations. A comparative study between Qatari students who had graduated overseas with those from the University of Qatar would also provide an indication or benchmark as to the standards achieved at the University of Qatar.

Finally, research needs to be undertaken as to the changing attitudes and aspirations of the younger generation, especially the women. It has been suggested from a personal point of view that they are undergoing change but this needs to be articulated on a more systematic basis. If university staff and employers do not have a clear idea of the kinds of aspirations that motivate the younger generation then none of the changes suggested above, nor the research which might lead to those changes will be effective. It would be necessary to talk to students in greater depth in order to probe their understanding of paid work and what it means to them in terms of their futures and their identities in greater details.

### **Women and Wastage**

It was suggested above that, the new generation of women in Qatar is changing in terms of their aspirations and the role that they see for themselves in society. As more young women attend university and exchange ideas they are likely to become more widely accepted. Already, the phenomenon of wastage is one factor

that is likely to put internal pressure on the university to increase the options for women. Once they have qualified in areas which traditionally have only been reserved for young men, employers attitudes, to begin with perhaps in the private sector, are likely to change so opening up labour market opportunities for them. In this way, women may escape the 'double disadvantage' described in chapter two, where they have limited choices at university and even if they graduate, less choice in the labour market.

In addition the policy of Qatarisation with its target of placing more Qatari in skilled work, should work in favour of greater female participation in the labour market. At the moment there is a tension between seeking to achieve this aim and the low levels of participation by women in paid employment.

### **Summary**

This thesis can be seen as a first stage to further investigation of the causes of wastage at the University of Qatar. However, some recommendations can be made on the basis of the evidence gathered in this thesis. Methodologically this thesis has sought to stress the importance of looking at the wider relationships between the university and society in understanding a phenomenon such as wastage.

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## **APPENDICES**

Appendix I	Basic data about education in Qatar and the Labour market in Figures.
Appendix II	The Arabic Version of the First and second year students Questionnaire.
Appendix III	The English Version of the First and second year students Questionnaire.
Appendix IV	The Arabic Version of the Third and forth year students Questionnaire.
Appendix V	The English Version of the Third and forth year students Questionnaire.
Appendix VI	The characteristics of the interview sample (male and female)
Appendix VII	The academic status for third and fourth year after one term of distributing the questionnaire.
Appendix VIII	Statistical data.

# PERSONS ENGAGED IN GOVERNMENT SECTOR BY NATIONALITY AND SEX

31/12/1997

Number

16000

14000

12000

10000

8000

6000

4000

2000

0

Qatar

Other  
CCASG

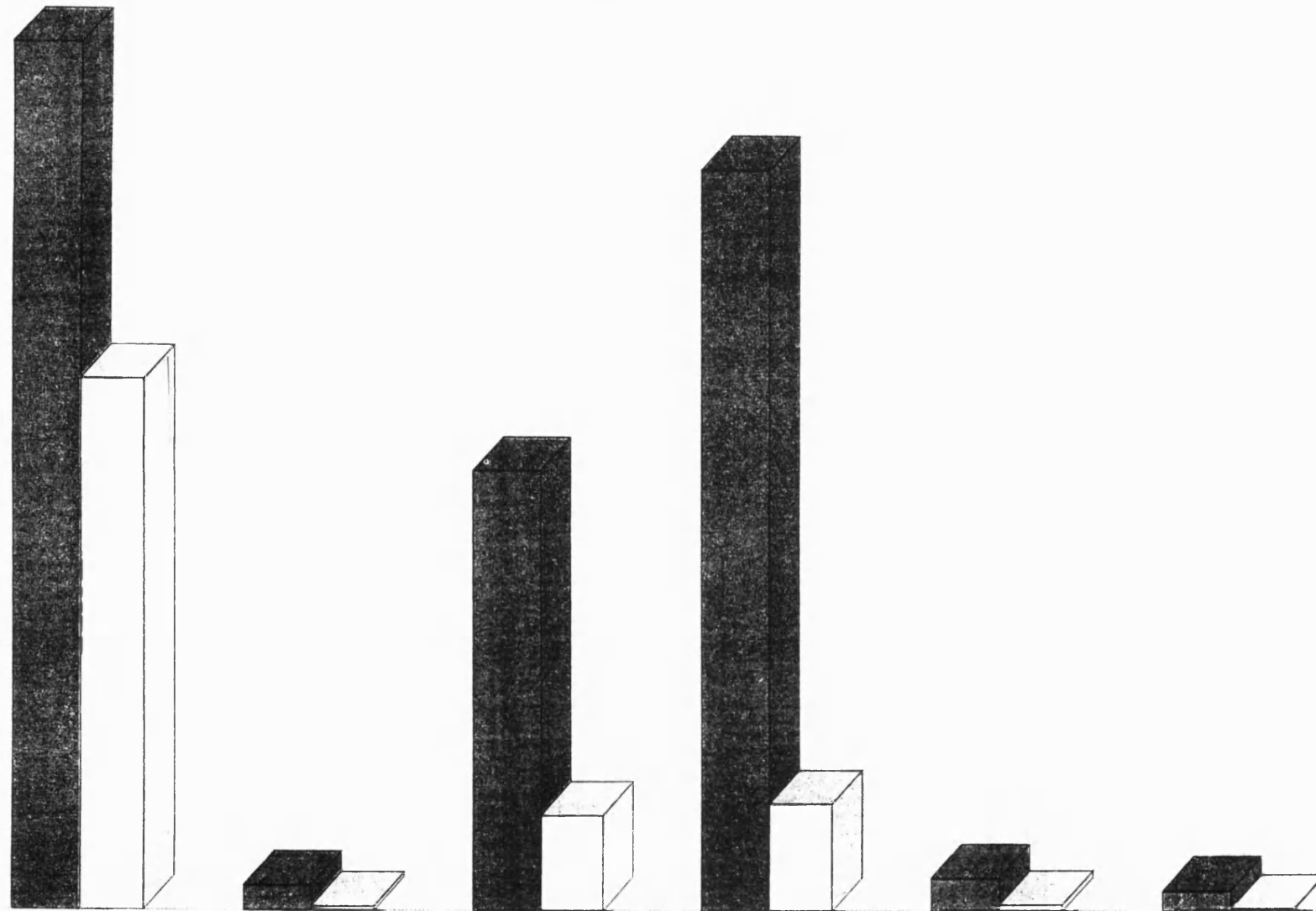
Other arab countries

Asian  
Countries

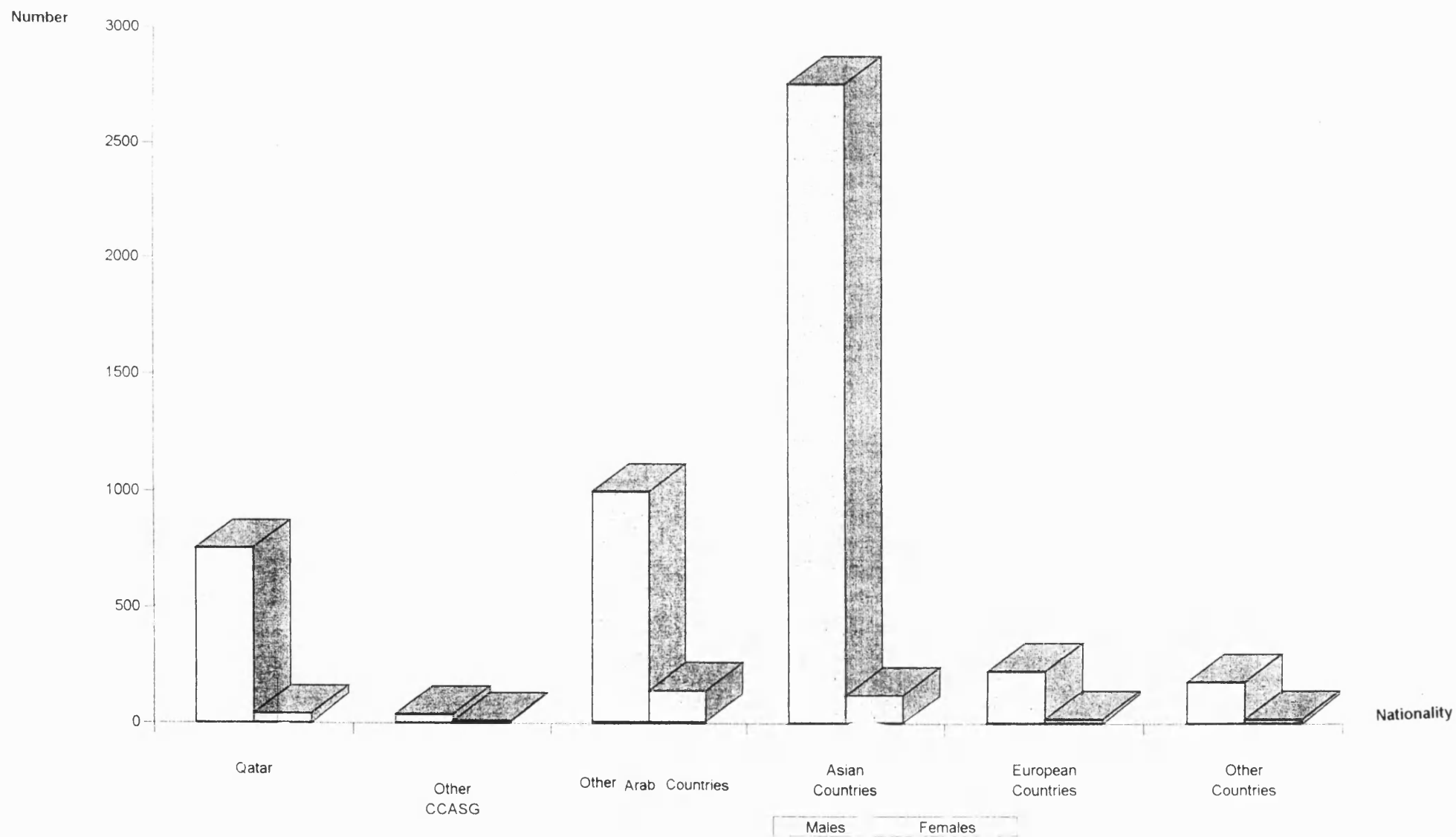
European  
Countries

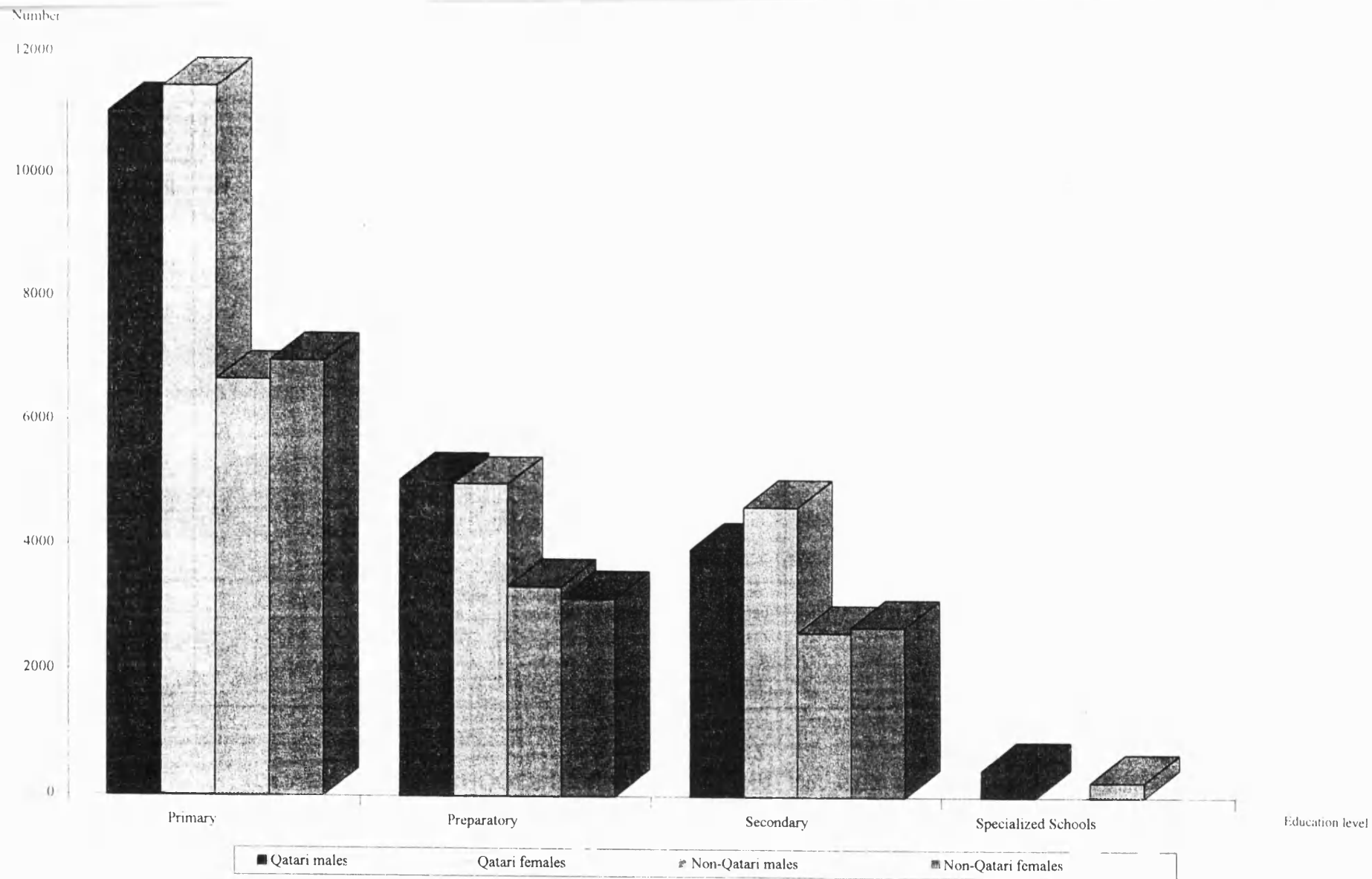
Other  
Countries

Nationality

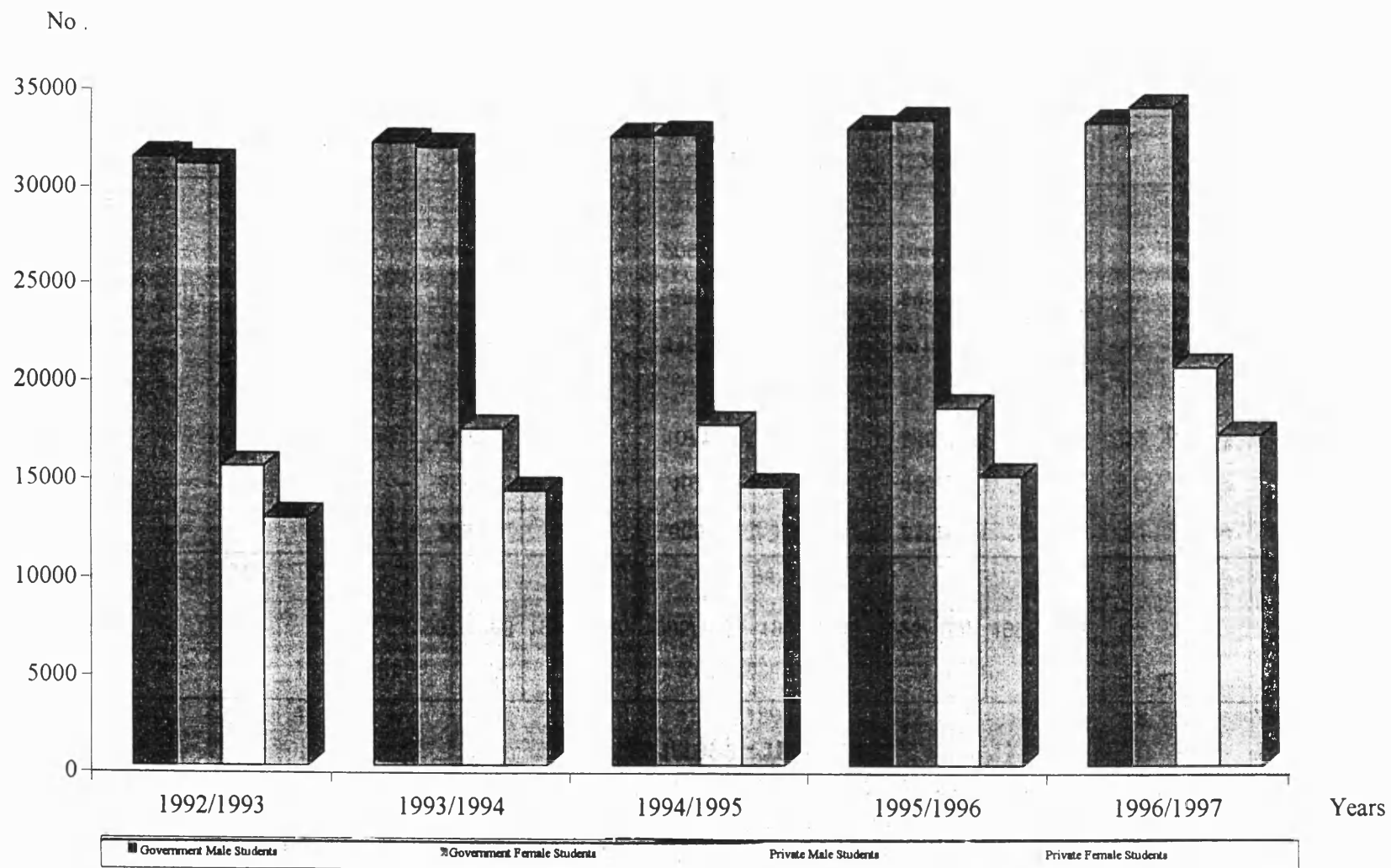


PERSONS ENGAGED IN MIXED SECTOR BY NATIONALITY AND SEX  
31/12/1997



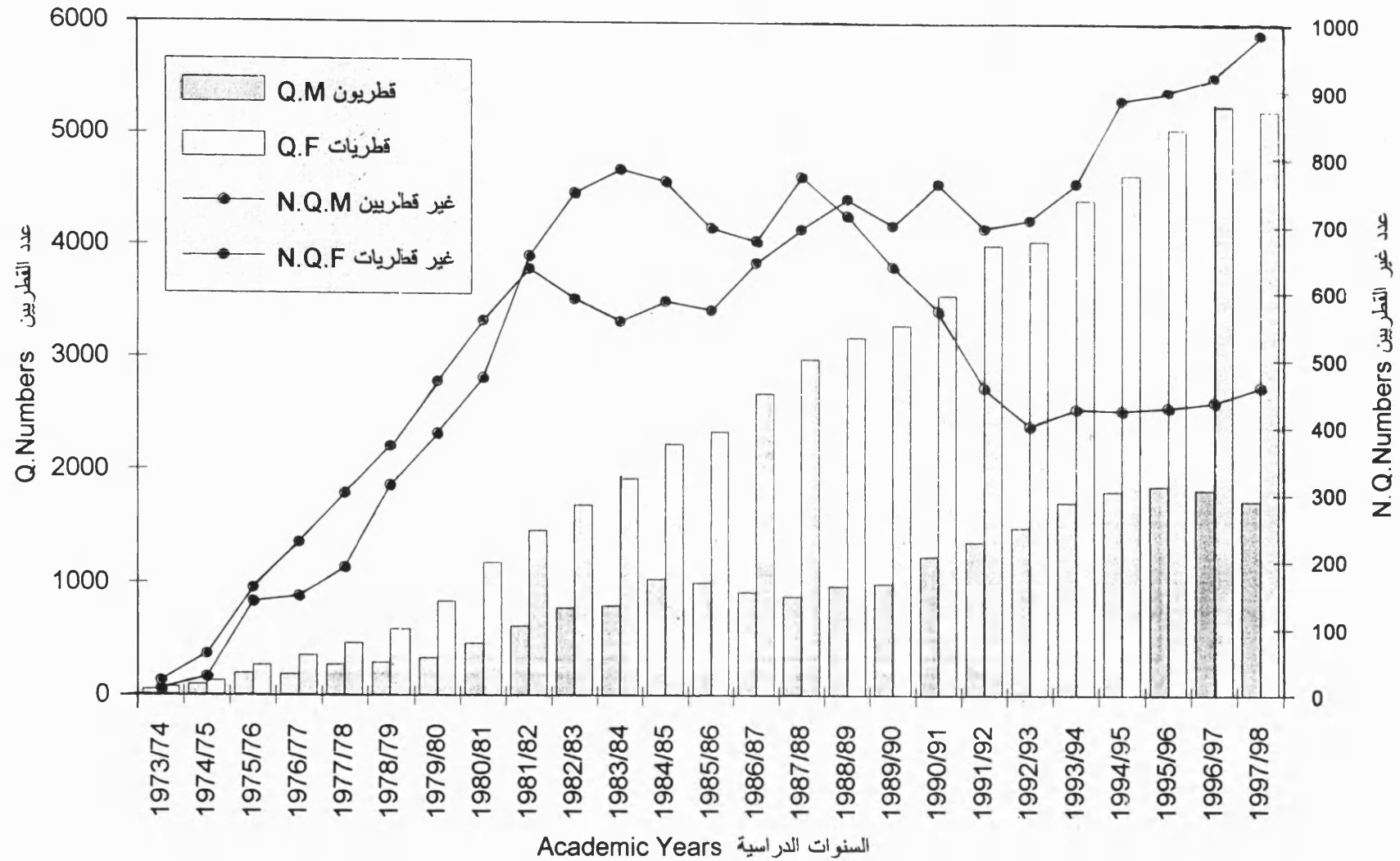


# STUDENTS BY SEX AND TYBE OF EDUCATION 1992/1993- 1996/1997

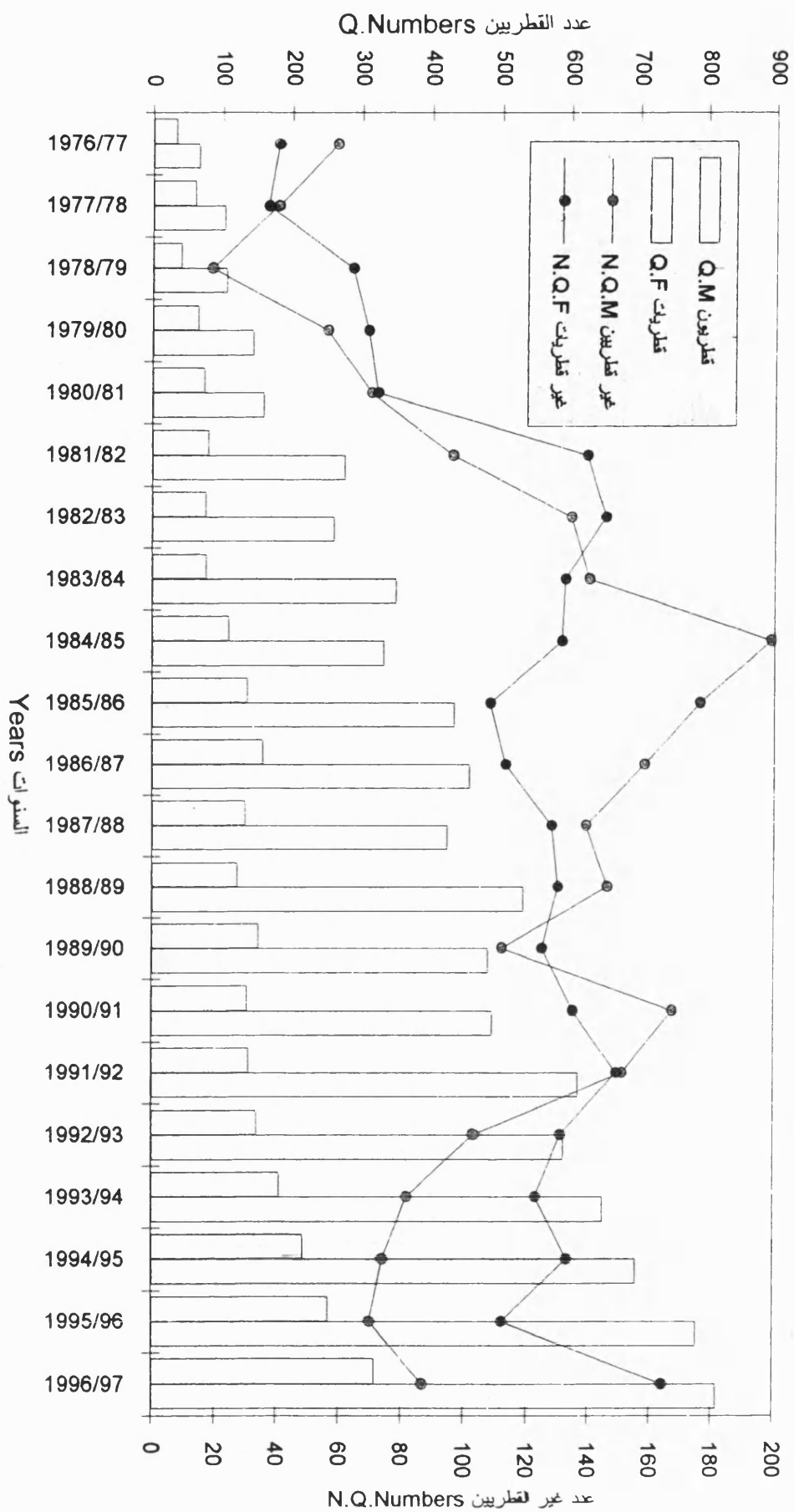


تطور أعداد طلاب جامعة قطر وطالباتها خلال السنوات ١٩٧٤/٧٣ - ١٩٩٨/٩٧

Development of Students Numbers (M/F) Enrollment in University of Qatar During The Academic Years 1973/74 - 1997/98

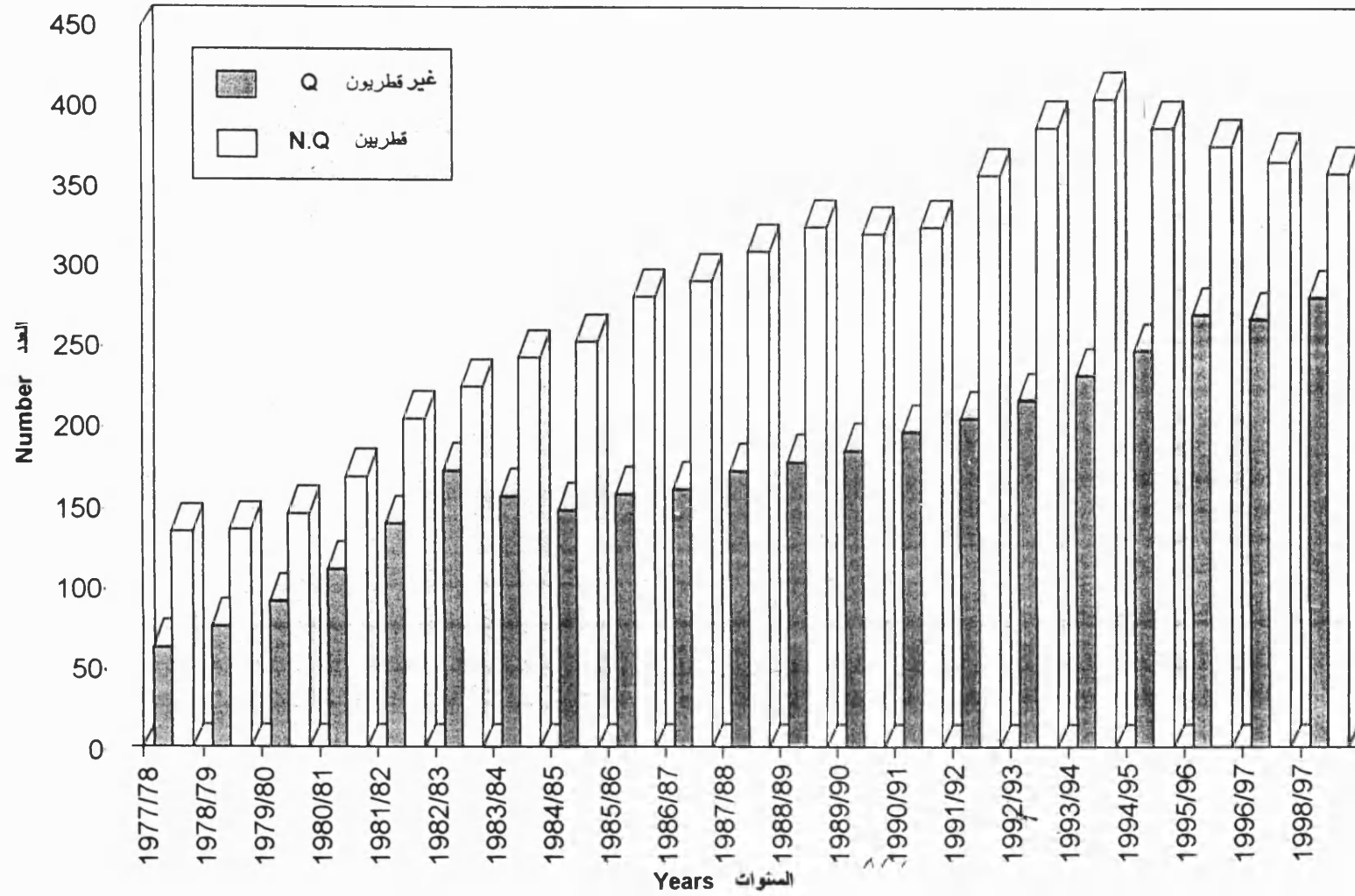


تطور أعداد خريجي جامعة قطر وخريجياتها خلال السنوات ١٩٧٧/٧٦ - ١٩٩٧/٩٦ موزعين حسب الجنسية والنوع  
Development of Graduates Numbers (M/F) of University of Qatar During The Academic Years  
1976/77 to 1996/97 Distributed According to Nationality & Sex



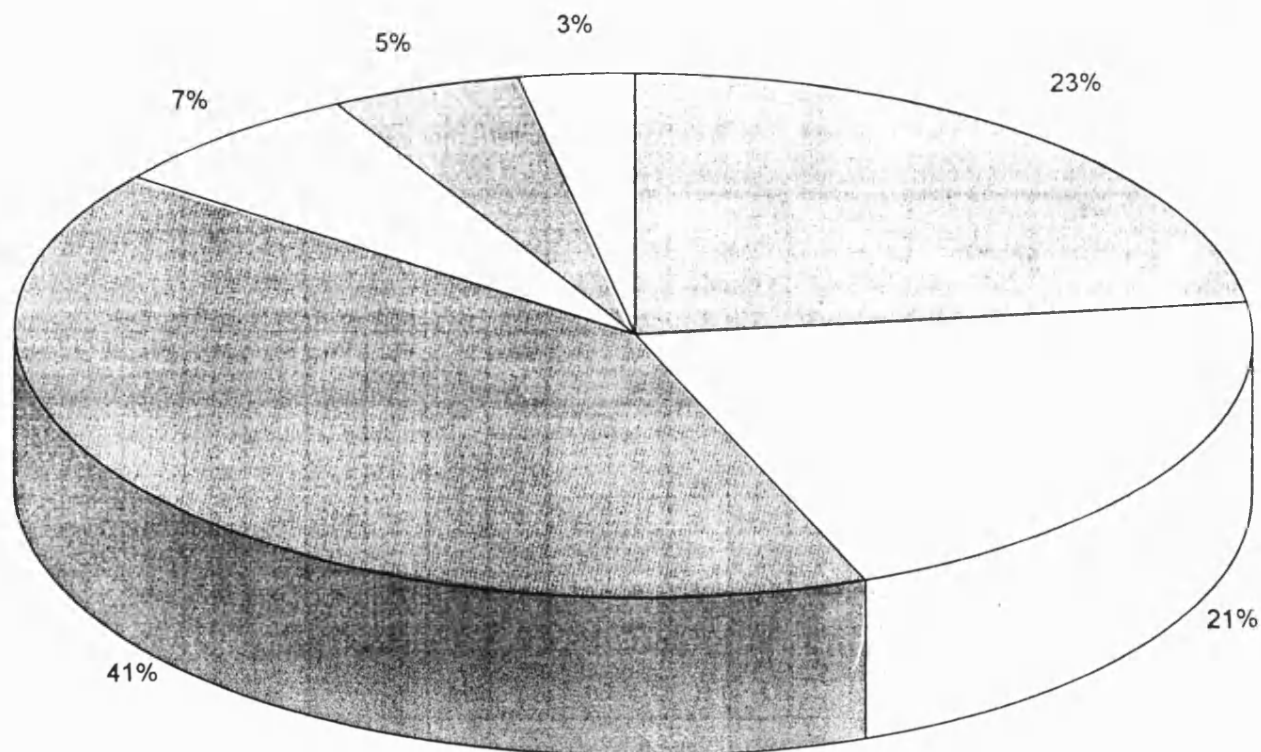


تطور أعداد الهيئة التدريسية بجامعة قطر خلال السنوات ١٩٧٨/٧٧ - ١٩٩٨/٩٧  
Development of Academic Staff Numbers During 1977/78 to 1997/98



الهيئة التدريسية بجامعة قطر موزعة حسب الجنسيات - مارس ١٩٩٨

Academic Staff in University of Qatar Distributed According to Nationality - March, 1998



قطريون Q.M

قطريات Q.F

عرب A.M

عربيات A.F

أجانب Fo.M

أجنبيات Fo.F

« بسم الله الرحمن الرحيم »

المحترم

أخي الطالب / الطالبة

السلام عليكم ورحمة الله وبركاته .... وبعد :

تقوم الباحثة بإجراء دراسة لتليل دراجة الدكتوراه في اقتصاديات التعليم، وإتمام الدراسة يتطلب جمع معلومات متعلقة بـ بتموحاتكم وأهدافكم ودافعيتم نحو التعليم الجامعي ، وذلك من قبل طلاب السنة الأولى والثانية من طلبة جامعة قطر .

الرجاء أخذ الأمر بالجدية المناسبة ، وذلك بالإجابة عن كل الأسئلة وعدم ترك أي منها دون إجابة .

والباحثة تود أن تؤكد على أن المعلومات التي سوف تحصل عليها من الطلبة سوف تستخدم لأغراض البحث فقط، وسوف تحاط بالسرية التامة. مع العلم بأنه لا توجد إجابة صحيحة وأخرى خاطئة .. المهم ان تعبر عن رأيك الشخصي الخاص بكل سؤال. والباحثة إذ تنتهز هذه الفرصة لتعرب عن صادق شكرها لتعاونكم .

وتفضلوا بقبول وافر الشكر .

الباحثة

أولاً : بيانات عامة :

- رقم القيد : -----

- الفصل الدراسي : ☐ الأول ☐ الثاني ☐ الثالث

☐ الرابع ☐ الخامس ☐ السادس

- الكلية : ----- التخصص : -----

- العمر : -----

- الحالة الاجتماعية : ☐ أعزب ☐ متزوج ☐ أعزب

- الحالة الوظيفية : ☐ موظف ☐ غير موظف (متفرغ للدراسة)

- في حالة كونك موظف ، ما هو دخلك الشهري ؟

☐ ١٠٠٠-٢٠٠٠ ريال ☐ أكثر ٣٠٠٠-٤٠٠٠ ريال

☐ أكثر ٢٠٠٠-٣٠٠٠ ريال ☐ أكثر من ٤٠٠٠ ريال

- أسباب أخرى ... برجاء ذكرها :

- ١ - ----- ٣ - -----  
٢ - ----- ٤ - -----

سادسا :

- هل تعتقد أن هناك فرص متكافئة أمام الخريجين للحصول على وظيفة بعد التخرج ؟

☐ لا

☐ نعم

إذا كانت الإجابة بالنفي .. الرجاء ذكر الأسباب :

- ١ - ----- ٣ - -----  
٢ - ----- ٤ - -----

سابعا :

هناك العديد من الأسباب التي تقف وراء الأقبال المتزايد على التعليم الجامعي .. الرجاء اعطاء الوزن المناسب من وجهة نظرك للأسباب التالية :

- ( ) - الدراسة الجامعية تساعد على تكوين صداقات كثيرة .  
( ) - الدراسة الجامعية تساعد على تحقيق دخل أكبر .  
( ) - الدراسة الجامعية تمكن من تكوين شخصية تحظى بالاحترام .  
( ) - الدراسة الجامعية تحقق مركز اجتماعي مرموق دون حاجة إلى صلات قريبي .  
( ) - العالم المعاصر يحتاج إلى هذا النوع من الدراسة (التعليم) .

ثامنا :

- هناك اتجاه لتوظيف الخريجين في القطاع الخاص والمؤسسات الخاصة غير الحكومية ، فهل توافق على العمل بهذا القطاع ؟

☐ لا

☐ نعم

- هل تتحمل أية أعباء اقتصادية تجاه أسرتك :

☐ نعم ☐ لا

- إذا كانت الإجابة بـ(نعم) حدد حجم هذه المسئولية بالريال القطري : ----- ريال

- هل تعاني من مسألة التنقل من وإلى الجامعة ؟

☐ نعم ☐ لا

- إذا كانت الإجابة بـ(نعم) حدد نوع هذه المعاناة ؟

-----  
-----

### ثانياً :

ضع علامة (√) أمام العبارة التي ترى أنها تنطبق عليك ، وبإمكانك وضع العلامة أمام أكثر من عبارة :

- التحاقني بالدراسة الجامعية كانت نتيجة ل :

- ( ) النزول عند رغبة الوالدين .
- ( ) عدم استقطاعة الالتحاق بأي عمل .
- ( ) الرغبة في الهروب من البيت .
- ( ) لتوفير فرصة الالتحاق بالعمل بعد التخرج .
- ( ) للتزود بالمهارات والأفكار الجديدة .
- ( ) للتزود بالثقافة والعلم .
- ( ) لصقل مواهبى الأدبية والعلمية .
- ( ) لأثبت اننى إنسان نجاح .
- ( ) لألتحق برفاقى بالجامعة .
- ( ) للانتفاع بالمزايا الاقتصادية والاجتماعية للخريج .
- ( ) سمعة الجامعة الأكاديمية الجيدة .
- ( ) سمعة الجامعة فى أنشطتها وخدماتها للمجتمع .
- ( ) لا أستطيع الابتعاد والغربة عن أهل .
- ( ) نسبة الثانوية العامة لم تؤهلني للالتحاق بغيرها من الجامعات.
- ( ) لانها البديل الوحيد لأكمال تعليمي في البلاد.

إذا كانت اجابتك بـ ( لا ) فما هي الأسباب ؟

- ( ) العمل في الشركات الخاصة ليس مضمونا .
- ( ) العمل في الشركات الخاصة خارج عن العرف الاجتماعي .
- ( ) العمل في الشركات الخاصة يتيح الاختلاط مما يتعارض مع مبادئ الاجتماعية .
- ( ) العمل في الشركات الخاصة يتطلب جهداً أكبر .
- ( ) العمل في الشركات الخاصة لا يوفر مكانة اجتماعية مرموقة .
- ( ) العمل في الشركات الخاصة لا يتناسب ومؤهلي الجامعي .
- ( ) العمل في الشركات الخاصة لا يتيح فرصاً كبيرة للترقية .
- أسباب أخرى ... يرجى ذكرها :

١ - ----- ٣ - -----  
٢ - ----- ٤ - -----

Dear students,

This questionnaire is apart of my research at the University of Bath. The researcher concerns about the causes of wastage at the University of Qatar and its implications for the university and labour market policy. Would you please describe your best opinion, by answering the questions. Your responses will be treated confidentially.

Please do not discuss the questions with other students, which It is your opinion, which matters.

*Thank you for your cooperation,*

## APPENDIII

### QUESTIONNAIRE FOR FIRST AND SECOND YEAR STUDENT

**First**

## Personal Background

- Registration Number: -----
- Gender                      ( ) Male                      ( ) Female
- Age: ----- years
- Filed of study: ----- Faculty of -----
- Which semester?  
  
  ( ) the First          ( )the Second          ( ) the Third          ( ) the Forth
- Are working now?                      ( ) Yes                      ( ) No
- If yes... what is your salary?                      ( ) 1000- 2000 QR\*.    ( ) 2001-3000 QR.  
  
   ( ) 3001-4000 QR.    ( ) More than 4000QR.
- What is your family income? (The Maximum monthly income with all resources).  
  
  ( ) Less than 2500 QR.    ( ) 2501-5000 QR.                      ( ) 5001-10,000 QR.  
  
  ( ) 10001-15,000 QR.    ( ) 15001-20,000 QR.                      ( ) More than 20,000 QR.



- What is your father's educational background?  
☐ Illiterate.                      ☐ He can read and write.                      ☐ Primary Education.  
☐ Preparatory.                      ☐ secondary.                      ☐ Higher Education.
  
- What is your mother's educational background?  
☐ Illiterate.                      ☐ He can read and write.                      ☐ Primary Education.  
☐ Preparatory.                      ☐ secondary.                      ☐ Higher Education.
  
- Is your father working?    ☐ Yes.                      ☐ No.  
If Yes, in which sector?    ☐ Government                      ☐ Private.
  
- Is your mother working?    ☐ Yes.                      ☐ No.  
If Yes, in which sector?    ☐ Government                      ☐ Private.
  
- Which type of secondary school did you attend?  
☐ Public.                      ☐ Private.
  
- Are you thinking of pursuing higher degree after graduation?  
☐ Yes                      ☐ No.
  
- If No ... Why?  
☐ Because of financial reasons.                      ☐ Because of social reasons.

---

\* QR= Qatari Rial where 1000QR. is about £165

Other reasons ...Please specify, -----

-----

- Do you have any responsibilities towards your family?

( ) Yes. ( ) No.

If Yes ... Please specify... 1- -----

2- ----- 3- -----

**Second:**

*Please Tick in front of each sentences below which do you think /feel that it is express your situation.*

**i. I attend the university because,**

Statements	yes	No
My parents wanted me to attend the university.		
I can not find any job with my secondary certificate.		
I want to get away from home.		
It gives me greater opportunities to apply for a better job after graduation.		
It makes me a knowledgeable person.		
It enhances my reading and writing skills.		
I want to prove that I can be successful		
My friends were going to the university.		

Graduates have better social and financial advantages.		
The good academic reputation of the university.		
The university has a good reputation in social activities in the society.		
I do not want to study abroad and be away from home.		
My GCSE results do not qualify me to attend other university abroad.		
This university is the only university in the country and I therefore have no other choice.		
I do not have the financial support to study abroad..		
I can afford to study outside Qatar.		

*Here is a list of statements, which explain to what extent it is important to have a degree, would you please indicate your opinion on the following statements.*

**i. Do you prefer to have a job related to your major field?**

( ) Yes. ( ) No.

If no, please give your reasons.

1- -----

2- -----

3- -----

4- -----

**ii. Please specify, Why do you think students failed to get a job after graduation?**

- ( ) Reasons related to their academic degree/ grade.
- ( ) Reasons related to job opportunity and the unemployment.

- ( ) Reasons related to the financial problem related to the government.
- ( ) Reasons related to social tradition/ customs.

**iii. Do you think that there is equal opportunity for graduates to get jobs after the graduation?**

( ) Yes. ( ) No.

**iv. There is a future plan to employ the graduates in the private sector. Do you mind working in the private sector?**

( ) Yes. ( ) No.

**If no, what are the reasons? Choose any of the reasons below that you think the case.**

Items	yes	No
The work in this sector is of lower social status.		
The work in this sector allows both sexes to work together, which is against my tradition.		
The work in this sector demands skills below the degree level.		
The work in this sector is not secure		
The work in this sector does not provide opportunities for promotion.		

« بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ »

المحترم

أخي الطالب / الطالبة

السلام عليكم ورحمة الله وبركاته .... وبعد :

تقوم الباحثة بإجراء دراسة لنيل درجة الدكتوراه في اقتصاديات التعليم، وإتمام الدراسة يتطلب جمع معلومات متعلقة بأهدافكم وطموحاتكم نحو دراستكم الجامعية بشكل عام، والدراسة بجامعة قطر بشكل خاص، وذلك من قبل طلاب السنة الثالثة والرابعة من طلبة جامعة قطر .

الرجاء أخذ الأمر بالجدية المناسبة ، وذلك بالإجابة عن كل الأسئلة وعدم ترك أي منها دون إجابة .

والباحثة تود أن تؤكد على أن المعلومات التي سوف تحصل عليها من الطلبة سوف تستخدم لأغراض البحث فقط، وسوف تحاط بالسرية التامة. مع العلم بأنه لا توجد إجابة صحيحة وأخرى خاطئة .. المهم ان تعبر عن رأيك الشخصي الخاص بكل سؤال.

والباحثة إذ تنتهز هذه الفرصة لتعرب عن صادق شكرها لتعاونكم .

وتفضلوا بقبول وافر الشكر .

الباحثة

أولاً : بيانات عامة :

رقم القيد : ----- العمر : -----

الكلية : ----- التخصص : -----

الفصل الدراسي : الأول ☐ الثاني ☐ الثالث ☐

الرابع ☐ الخامس ☐ السادس ☐

هل سبق وان حصلت على انذارات لتحسين المعدل ؟ نعم ☐ لا ☐

في حالة الاجابة بـ(نعم) كم عدد هذه الأنذارات ؟

(١) ☐ (٢) ☐ أكثر ☐

ما هي الدرجات الغالبة التي حصلت عليها في المقررات ؟

(أ) ☐ (ب) ☐ (ج) فأدنى ☐

- هل سبق لك التحويل من تخصص آخر غير تخصصك الحالي ؟

☐ نعم ☐ لا

إذا كانت الإجابة بـ(نعم) حدد الأسباب التي أدت إلى ذلك :

-----  
-----

- هل سبق لك التحويل من كلية أخرى غير كليتك الحالية ؟

☐ نعم ☐ لا

إذا كانت الإجابة بـ(نعم) حدد الأسباب التي أدت إلى ذلك :

-----  
-----

- ما هي اتجاهك نحو كليتك ؟

☐ ايجابي بدرجة كبيرة ☐ ايجابي ☐ محايد  
☐ سلبي ☐ سلبي بدرجة كبيرة

- لو اتبعت لك الفرصة للبدء من جديد.. هل ستختار :

أ- نفس الجامعة	ب- نفس الكلية	ج- نفس القسم
<input type="checkbox"/> نعم بالتأكيد	<input type="checkbox"/> غالباً نعم	<input type="checkbox"/> لست متأكد
<input type="checkbox"/> غالباً نعم	<input type="checkbox"/> غالباً نعم	<input type="checkbox"/> غالباً نعم
<input type="checkbox"/> لست متأكد	<input type="checkbox"/> لست متأكد	<input type="checkbox"/> لست متأكد
<input type="checkbox"/> غالباً لا	<input type="checkbox"/> غالباً لا	<input type="checkbox"/> غالباً لا
<input type="checkbox"/> بالتأكيد لا	<input type="checkbox"/> بالتأكيد لا	<input type="checkbox"/> بالتأكيد لا

- إذا لم تكن تدرس حالياً بالجامعة ، فماذا تفعل الآن ؟

-----

- الحالة الاجتماعية : ☒ اعزب ☐ متزوج ☐ أخرى

- الحالة الوظيفية : ☐ موظف ☐ غير موظف (متفرغ للدراسة)

- في حالة كونك موظف ، ما هو دخلك الشهري ؟

☐ ١٠٠٠-٢٠٠٠ ريال ☐ ٣٠٠١-٤٠٠٠ ريال

☐ ٢٠٠١-٣٠٠٠ ريال ☐ أكثر من ٤٠٠٠ ريال

- الحالة الاقتصادية للأسرة : " دخل الأسرة الشهري بجميع مصادره على وجه التقريب " :

☐ أقل من ٢٥٠٠ ☐ ١٠٠٠١-١٥٠٠٠ ريال

☐ ٢٥٠١-٥٠٠٠ ريال ☐ ١٥٠٠١-٢٠٠٠٠ ريال

☐ ٥٠٠١-١٠٠٠٠ ريال ☐ أكثر من ٢٠٠٠٠ ريال

- مستوى تعليم الأب : ☐ أمي ☐ يقرأ ويكتب ☐ ابتدائي

☐ إعدادي ☐ ثانوي ☐ جامعي فأعلى

- مستوى تعليم الأم : ☐ أمي ☐ يقرأ ويكتب ☐ ابتدائي

☐ إعدادي ☐ ثانوي ☐ جامعي فأعلى

- الوضع الوظيفي للأب : ☐ يعمل ☐ لا يعمل

- في حالة الإجابة ب (نعم) ، في أي قطاع يعمل :

☐ حكومي ☐ خاص

- الوضع الوظيفي للأم : ☐ تعمل ☐ لا تعمل

- في حالة الإجابة ب (نعم) ، في أي قطاع تعمل :

☐ حكومي ☐ خاص

- نوع التعليم الثانوي : ☐ حكومي ☐ خاص

- هل تفكر بإكمال دراستك الجامعية بعد التخرج ؟

☐ نعم ☐ لا

إذا كانت الإجابة ب (لا) فما هي الأسباب :

- ☐ أسباب اقتصادية .

- ☐ أسباب اجتماعية .

- ☐ أسباب أخرى .. يرجى ذكرها : ١- ----- ٢- ----- ٣- -----

- هل تتحمل أية أعباء أو مسئولية اجتماعية تجاه اسرتك ؟

☐ نعم ☐ لا

- في حالة الإجابة ب(نعم) حدد طبيعة هذه المسئولية :

-----  
-----

- هل تتحمل أية أعباء اقتصادية تجاه أسرتك :

☐ نعم ☐ لا

- إذا كانت الإجابة ب(نعم) حدد حجم هذه المسئولية بالريال القطري : ----- ريال

- هل تجد صعوبة في مسألة التنقل من وإلى الجامعة ؟

☐ نعم ☐ لا

- إذا كانت الإجابة ب(نعم) حدد نوع هذه الصعوبة ؟

-----  
-----

- هل لديك مرشد أكاديمي بالكلية ؟

☐ نعم ☐ لا

- هل تراجعده بصفة دائمة ؟

☐ نعم ☐ لا

## ثانياً :

فيما يلي بعض العبارات التي تصف علاقات الطالب بالعاملين في الكلية من أساتذة وغيرهم، برجاء الإجابة عن كل عبارة بما يتوافق مع رأيك الشخصي .

م	العبارات	دائماً	غالباً	أحياناً إلى حد ما	أبداً
١	أتحدث مع العاملين في كليتي بصفة شبه يومية وفي أي موضوع .				
٢	أستشير مرشدي الأكاديمي في القضايا التي تتعلق ببرنامجي الدراسي .				
٣	عندما تقابلني مشكلة ما سرعان ما ألتجأ إلى أحد أساتذتي طلباً للمساعدة .				
٤	أستفيد من الساعات المكتبية في الأمور التي تتعلق بالمقررات التي أدرسها .				
٥	أستشير أساتذتي في أمور دراسية تتجاوز حدود المقررات التي أدرسها معهم .				
٦	أناقش أساتذتي في تقديراتهم لما أقوم به من أعمال (اختبارات، أبحاث...) .				
٧	أقوم بمساعدة أساتذتي في أعمالهم البحثية .				



٢	العبارات	دائماً	غالباً	أحياناً إلى حد ما	أبداً
٨	توجد فرصة مناسبة لي للحوار مع أساتذتي في الأمور الحياتية المختلفة.				
٩	التفاعل مع أساتذتي خارج المحاضرات له أثره الإيجابي على قيمي واتجاهاتي.				
١٠	التفاعل مع أساتذتي خارج المحاضرات له أثره الإيجابي على طموحاتي وأهدافي العملية .				
١١	التفاعل مع أساتذتي خارج المحاضرات له أثره السليم على سير دراستي الجامعية.				
١٢	خلال دراستي في الجامعة استطعت أن أقيم علاقات متميزة مع بعض أساتذتي.				
١٣	هل لديك أية إضافات أخرى حول علاقتك بالعاملين بالكلية من أساتذة وغيرهم .. برجاء ذكرها : ----- ----- ----- -----				

### ثالثاً :

فيما يلي بعض العبارات التي تبين مدى رضاك عن الجامعة وفرص تطوير الأكاديمي والفكري منذ التحاقك بها؟ برجاء الإجابة على كل عبارة أمام ما يناسبها ويوافق رأيك الشخصي .

٢	العبارات	موافق بشدة	موافق	أحياناً معترض	معترض بشدة
١	أشعر بأنني اتخذت القرار السليم عند الالتحاق بجامعة قطر .				
٢	تتوفر لدي قناعة تامة بالتخصص الأكاديمي الذي أدرسه .				
٣	أشعر بأن أدائي الأكاديمي في الجامعة أخذ في التحسن .				
٤	لم أخطط بعد لمستقبلي المهني .				
٥	التخصص الأكاديمي الذي أدرسه يوفر لي فرص العمل فيما بعد .				
٦	من الضروري أن أحصل على شهادتي الجامعية .				
٧	التخرج في الزمن المحدد لا يثير لدي القلق .				
٨	لا يساورني الشك في أنني سوف أحصل على عمل بعد التخرج .				

- هل تغيرت توقعاتك وطموحات منذ أن التحقت بالجامعة ؟

نعم ☐ لا ☐

إذا كانت الإجابة ب(نعم)، يرجى توضيح ذلك :

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#### رابعاً :

فيما يلي بعض العبارات التي تصف علاقاتك بزملاء الدراسة ، برجاء الإجابة على كل منها حسب ما يوافق رأيك الشخصي .

م	العبارات	موافق بشدة	موافق	أحياناً معترض	معترض بشدة
١	التحاقني بالجامعة يوفر لي فرص إقامة علاقات قوية وجيدة مع زملائي.				
٢	لم يؤثر زملائي تأثير إيجابي على اتجاهاتي .				
٣	وجدت صعوبة في إقامة علاقات صداقة مع زملاء الدراسة .				
٤	أنا راض عن صداقاتي الحالية مع زملاء الدراسة .				
٥	أشعر بأن معظم زملاء الدراسة لديهم اتجاهات وقيم تختلف عني .				
٦	منذ التحاقني بالجامعة كنت علاقات مع زملاء خارج تخصصي .				
٧	منذ التحاقني بالجامعة كنت علاقات مع زملاء ذوي اهتمامات مختلفة عني.				
٨	منذ التحاقني بالجامعة كنت علاقات مع زملاء يختلفون عني في مستواهم الاقتصادي والاجتماعي .				
٩	منذ التحاقني بالجامعة كنت علاقات مع زملاء يختلفون عني في أعمارهم .				
١٠	منذ التحاقني بالجامعة كنت علاقات مع زملاء من جنسيات أخرى.				
١١	أقضي أوقات جيدة مع زملاء الدراسة داخل الجامعة .				
١٢	أقضي أوقات جيدة مع زملاء الدراسة خارج الجامعة .				
١٣	توجد فرص مناسبة للحوار في القضايا المختلفة مع زملاء الدراسة .				
١٤	أشعر أن زملاء الدراسة لهم تأثيرهم السلبي على سير دراستي الجامعية .				
١٥	هل لديك أية تعليقات حول علاقتك بزملاء الدراسة ، برجاء ذكرها :				
	-----				
	-----				
	-----				
	-----				

خامساً :

فيما يلي بعض العبارات التي تبين مدى رضاك عن الإدارة الجامعية والنظام المعمول فيها .

م	العبارات	موافق بشدة	موافق	أحياناً معارض	معارض بشدة
١	تولي الإدارة عناية كبيرة بطلابها .				
٢	يسمح نظام الجامعة للطلاب بسهولة التحويل لأي تخصص أو برنامج دراسي حسب ظروفهم الشخصية.				
٣	يشجع النظام الحالي المتبع للطلبة بحرية اتخاذ القرار فيما يختارونه من وحدات أو مساقات تعليمية .				
٤	الأدوات والوسائل العلمية المساعدة للعملية التعليمية متوفرة بشكل مناسب.				
٥	تقوم الجامعة بسن القوانين وتطويرها حسب احتياجات العملية التعليمية ومتطلبات العصر .				
٦	توفر للطلبة احتياجاتهم التعليمية والكتب الجامعية في الوقت المناسب.				
٧	توفر الأنشطة المتنوعة التي تلبي احتياجات ورغبات الطلاب .				
٨	توفر المناخ المناسب للعملية التعليمية .				
٩	تساعد الطلاب في عملية اتخاذ القرار .				
١٠	الخدمات المقدمة للطلبة كافية .				
١١	هل لديك أية تعليقات حول الإدارة الجامعية والنظام المعمول به ؟ ----- ----- ----- -----				

## سادساً :

فيما يلي بعض العبارات الخاصة ببعض الأمور الأكاديمية والمتعلقة بنظام الدراسة بجامعة قطر، برجاء الإجابة عن كل عبارة حسب رأيك الشخصي .

م	العبارات	موافق بشدة	موافق	أحياناً معترض	معترض بشدة
١	نظام الساعات المكتسبة المعمول به بالجامعة يتسم بالمرونة .				
٢	استفيد من نظام الارشاد الأكاديمي الحالي .				
٣	القواعد والنظم والقوانين الأكاديمية تأخذ في الاعتبار مصلحة الطالب.				
٤	نظام التقييم المتبع يحتاج إلى تطوير .				
٥	يتيح النظام الحالي أمام الطالب فرص متنوعة لاختيار التخصص الذي يناسبه.				
٦	نظام الدراسة الحالي يجعل الطلاب ينتظمون بالدراسة .				
٧	نظام الدراسة الحالي يجعل الطلاب أكثر تفاعلاً مع أنشطة الجامعة .				
٨	نظام الدراسة الحالي يجعل الطلاب أكثر استفادة من المكتبة الجامعية .				
٩	نظام الدراسة الحالي يجعل الطلاب أكثر حرية في اختيار مقرراتهم الدراسية.				
١٠	نظام الدراسة الحالي يجعل الطلاب أكثر حرصاً على حضور المحاضرات .				
١١	نظام الدراسة الحالي يجعل الطلاب أكثر حرصاً على الاشتراك في الأنشطة الجامعية .				
١٢	هل لديك أية اضافات أخرى حول طبيعة الدراسة الأكاديمية بجامعة قطر ، برجاء ذكرها : ----- ----- ----- -----				

- فيما يلي بعض العبارات التي تحدد أسباب تدني مستوى الأداء الأكاديمي لبعض الطلبة ، برجاء وضع علامة (√) أمام ما تراه مناسباً حسب رأيك الشخصي .
- صعوبة المقررات المطروحة .
- عدم وجود دافعية للإنجاز .
- عدم وعي الطلبة بطبيعة الدراسة بالجامعة .

- مفهوم نظام الساعات المكتسبة غير واضح لمعظم الطلبة .
- الاسلوب المتبع لتقييم التحصيل غير عادل .
- اذا كان هناك أسباب أخرى ، يرجى ذكرها :

-----  
-----

- هل تحب أن تعمل بعد التخرج في مجال تخصصك ؟

لا ☐

نعم ☐

اذا كانت الإجابة بالنفي .. الرجاء ذكر الأسباب :

----- ١ ----- ٣ -----  
----- ٢ ----- ٤ -----

- الرجاء تحديد الأسباب التي تؤدي إلى عدم حصول الخريجين على وظائف ؟
- ( ) أسباب تتعلق بالمؤهل الأكاديمي .
- ( ) أسباب تتعلق بفرص العمل والكثافة الزائدة .
- ( ) أسباب تتعلق بالظروف الاقتصادية .
- ( ) أسباب تتعلق بالعادات والتقاليد .
- أسباب أخرى ... برجاء ذكرها :

----- ١ ----- ٣ -----  
----- ٢ ----- ٤ -----

- هل تعتقد أن هناك فرص متكافئة أمام الخريجين للحصول على وظيفة بعد التخرج ؟

لا ☐

نعم ☐

اذا كانت الإجابة بالنفي .. الرجاء ذكر الأسباب :

----- ١ ----- ٣ -----  
----- ٢ ----- ٤ -----

- هناك اتجاه لتوظيف الخريجين في القطاع الخاص والمؤسسات الخاصة غير الحكومية ، فهل توافق على العمل بهذا القطاع ؟

☐ لا

☐ نعم

إذا كانت اجابتك بـ ( لا ) فما هي الأسباب ؟

- ( ) العمل في الشركات الخاصة ليس مضمونا .
- ( ) العمل في الشركات الخاصة خارج عن العرف الاجتماعي .
- ( ) العمل في الشركات الخاصة يتيح الاختلاط مما يتعارض مع مبادئ الاجتماعية .
- ( ) العمل في الشركات الخاصة يتطلب جهداً أكبر .
- ( ) العمل في الشركات الخاصة لا يوفر مكانة اجتماعية مرموقة .
- ( ) العمل في الشركات الخاصة لا يتناسب ومؤهلي الجامعي .
- ( ) العمل في الشركات الخاصة لا يتيح فرصاً كبيرة للترقية .
- أسباب أخرى ... يرجى ذكرها :

١ - ----- ٣ - -----  
٢ - ----- ٤ - -----

Dear students,

This questionnaire is apart of my research at the University of Bath. The researcher concerns about the causes of wastage at the University of Qatar and its implications for the university and labour market policy. Would you please describe your best opinion, by answering the questions. Your responses will be treated confidentially.

Please do not discuss the questions with other students, which It is your opinion, which matters.

*Thank you for your cooperation,*

### QUESTIONNAIRE FOR THIRD AND FOURTH YEAR STUDENT

## Personal Background

- 1



- Is your mother working? ( ) Yes. ( ) No.  
If Yes, in which sector? ( ) Government ( ) Private.
- Which type of secondary school did you attend?  
( ) Public. ( ) Private.
- Are you thinking of pursuing a higher degree after graduation?  
( ) Yes ( ) No.
- If No ... Why?  
( ) Because of financial reasons. ( ) Because of social reasons.  
Other reasons ... Please specify, 1- -----  
2- ----- 3- -----
- Do you have any responsibilities towards your family?  
( ) Yes. ( ) No.  
If Yes ... Please specify... 1- -----  
2- ----- 3- -----
- Have you received any warning notice to improve your academic performance?  
(a) Yes  
(b) No
- What grades do you most often score in your courses?  
(a) Grade A (b) Grade B (c) Grade C and lower
- Do you have an academic advisor?  
(a) Yes  
(b) No
- If yes, do you usually refer to him?  
(a) Yes  
(b) No

## Part II

1. *The following phrases describe your relationships with faculty members.  
Please choose your answers in the appropriate column*

Statements	Always	Often	Sometimes	Seldom	Never
• I have talked with my faculty members daily in different subjects.					
• I have asked my instructor for information relating to my academic program.					
• Always I ask for help from my instructor when I face any problem.					
• The office hours of my lecturers are helpful to my studying.					
• I have discussed academic issues with my lecturers outside the units I am taking.					
• I have discussed with my lecturers about their comments on my work (essays, assignments ...etc).					
• I have worked with faculty members on their research projects.					
• There are good opportunities to discuss different matters with faculty members.					
• My non-classroom interactions with faculty members have a positive influence on my values and attitudes.					
• My non-classrooms interactions with faculty members have a positive influence on my career goals and aspirations.					
• My non-classrooms interactions with faculty members have a negative influence on my study program					
• Since coming to this university, I have developed a close, personal relationship with at least one faculty member.					

- 2      ***The following phrases describe the extent to which you have been satisfied with the university since your admission.***

Statements	Highly agree	Agree	Uncertain	Disagree	Highly disagree
I am confident that I made a right decision to attend the university.					
I am confident that I have made the right choice in my academic major.					
I feel I have progressed academically since I came to the University.					
I have no clear plans about my future career.					
My subject makes me more employable.					
It is important for me to get my bachelor's degree.					
I am not looking to graduate in 4 years					

3.      In general has your expectation changed since you come to the university?  
 (a) yes  
 (b) No

4.      ***Here are some phrases to describe your relationships with your peers. Please indicate your opinion beside each statements***

Statements	Highly agree	Agree	Uncertain	Disagree	Highly disagree
Attending the university gives me the chance to establish good relationships with my peers.					
I have had positive relationships with other students.					
It has been difficult for me to meet and make friends with other students.					
I am satisfied with the friendships I have made with other students.					
Most of the students have values and attitudes different to mine.					
Since I have come to the University I have made friends with students whose interests are different to mine.					

Since I have come to the University I have made friends with students whose family's background (social, financial) is different to mine					
Since I have come to University I have made friendships with students whose ages are different to mine.					
Since I have come to University, I have made friends with students from other countries/ nationalities.					
I have had a good time with my friends at University.					
I have had a good time with my friends outside the University.					
There are good opportunities for serious discussions with my friends.					
I feel that my friends have influenced my academic study negatively.					

5 *The following phrases describe to what extent you are satisfied with the university. Please indicate your opinion for each statement.*

Statements	Highly agree	Agree	Undecided	Disagree	Highly disagree
• The administration does care about all students.					
• University regulations and academic system allow students to postpone their study programmes according to their circumstances.					
• University regulations and academic system allow students to postpone their study programmes according to their circumstances.					
• Our school is adequately equipped with teaching aids.					
• Regulations are developed based on students' needs.					
• We received our course materials on time.					
• The University has suitable ex-curricula activities for students, which meets their needs.					
• The administration provides a suitable learning environment					

• The administration provides for students to contribute to decision making, at the university.					
• The administration provides enough facilities for students.					

6. *The following phrases describe some academic issues and the university system. Please indicate your response on the right side of each statement.*

Statements	Highly agree	Agree	Undecided	Disagree	Highly disagree
• The credit hours system is a flexible system.					
• The current academic instructional system is useful.					
• The academic regulation takes into account the interest of the students.					
• The current academic assessment system needs to be changed and improved.					
• The current academic system offers wide opportunities for student to choose suitable majors.					
• The current academic system motivates students to attend the university regularly.					
• The current academic system encourages students to engage with the university's activities.					
• The current academic system encourages students to use the library's facilities effectively.					
• The current academic system gives students sufficient freedom in choosing their courses.					
• The current academic system motivates students to keep going to their lectures.					
• The current academic system motivates students to contribute to the university's ex-curricula activities.					

- Do you prefer to have a job related to your major field?

( ) Yes.      ( ) No.

If no, please give your reasons.

- 1- ----- 2- -----  
3- ----- 4- -----

- Please specify, Why do you think students fail to get a job after graduation?

- ( ) Reasons related to their academic degree/ grade.
- ( ) Reasons related to job opportunity and over employment.
- ( ) Reasons related to the financial problems related to the government.
- ( ) Reasons related to social tradition /customs.

- Do you think that there is equal opportunity for graduates to get jobs after the graduation? ( ) Yes. ( ) No.

- There is a future plan to employ the graduates in the private sector. Would you mind working in the private sector?

( ) Yes.      ( ) No.

If no, what are the reasons? Choose any of the reasons below that you think the case.

Items	yes	No
The work in this sector is of lower status.		
The work in this sector allows both sexes to work together, which is against my tradition.		
The work in this sector demand skills below the degree level.		
The work in this sector is not secure		
The work in this sector does not provide opportunities for promotion.		

## APPENDIX VI

### A- Male Students interviews Cases

Case No.	The grade	Gender	Major	year of study	Secondary percentage.	Faculty
1	B	M	Art Education	5th	C	Education
2	D	M	Art Education	5th	D	Education
3	F	M	Humanities-media	3rd	B	Humanities
4	C	M	Mechanical Engineering	8 yrs.	C	Engineering
5	A	M	Information system and libraries	2nd	C	Humanities
6	A	M	Information system and libraries	2nd	C	Humanities
7	D	M	Physical education	3rd	C	Education
8	D	M	Physical education	3rd	C	Education
9	D	M	Physical education	3rd	C	Education

**B- Female interview cases**

Case No.	The grade	Gender	Major	year of study	Secondary percentage.	Faculty
1	D	F	History	5th	C	Humanities
2	D	F	History	4th	C	Humanities
3	C	F	History	5th	B	Humanities
4	D	F	Art (Ed)	3rd	C	Education
5	D	F	Computer science	4th	A	Science
6	B	F	Math	2 <sup>nd</sup>	B	Science
7	B	F	Computer science	2 <sup>nd</sup>	A	Science
8	C+	F	Math (ED)	3rd	C	Education
9	B	F	Math(Ed)	4th	A	education



## Appendix VII

Throughout the thesis attention has been drawn to areas where the failure to access the data may be seen as a weakness and in the conclusion areas for further developing this research have been discussed.

**The Academic Status for the Whole Sample at the end of the term where the questionnaires distributed**

<b>The Academic Status</b>	<b>First and second year</b>		<b>Third and fourth year</b>		<b>Total</b>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Success	32	39	15	26	112
At risk	56	77	27	56	216
Graduates	00	00	14	17	031
Drop out	05	13	08	06	032
<b>Total</b>	93	129	64	105	391 + 10 missing
<b>Grand Total</b>	222 + 1 missing = 223		169+ 9missing = 178		<b>401</b>

## *Appendix VIII*

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### **Appendix (Reliability)**

\*\*\*\*\* Method 1 (space saver) will be used for this analysis \*\*\*\*\*

—

#### **RELIABILITY ANALYSIS - SCALE (ALPHA) Faculty members**

Cases		Mean	Std Dev
1.	FTALK	2.2254	1.1768
173.0			
2.	FHELP	2.4682	1.3318
173.0			
3.	FOFFICE	2.7052	1.3424
173.0			
4.	FCOMENTS	2.5780	1.3813
173.0			
5.	FPROJECT	1.6763	1.0834
173.0			
6.	FNEGATIV	1.8035	1.2184
173.0			
7.	FPOSITIV	2.5838	1.4508
173.0			
8.	FRELATIO	2.8555	1.3237
173.0			
9.	FF	1.8902	1.1230
173.0			
10.	FFF	2.5434	1.2871
173.0			
11.	FINFORMA	2.2775	1.3397
173.0			
12.	FDISCUSS	2.1965	1.2088
173.0			

## Appendix VIII

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N of Statistics for SCALE	Mean	Variance	Std Dev	Variables
	27.8035	64.6821	8.0425	12

### Reliability Coefficients

N of Cases = 173.0

N of Items = 12

Alpha = .761\*

—

\*\*\*\*\* Method 1 (space saver) will be used for this analysis \*\*\*\*\*

—

### RELIABILITY ANALYSIS - SCALE (ALPHA) University and academic development

Cases		Mean	Std Dev
1.	UDECISIO	3.3882	1.2123
170.0			
2.	UCERTAIN	3.6412	1.2141
170.0			
3.	UDEVELOP	3.5294	1.1157
170.0			
4.	UCAREER	2.9235	1.3054
170.0			
5.	UEMPLOYA	3.7353	1.2382
170.0			
6.	UDEGREE	4.2647	1.1894
170.0			
7.	UYEAR	3.0118	1.5230
170.0			
8.	UJOB	2.9412	1.2812
170.0			

## *Appendix VIII*

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N of Statistics for	Mean	Variance	Std Dev	Variables
SCALE	27.4353	16.8035	4.0992	8

### Reliability Coefficients

N of Cases = 170.0

N of Items = 8

<b>Alpha = .76</b>
--------------------

### RELIABILITY ANALYSIS - SCALE (ALPHA) Peer Group

Cases		Mean	Std Dev
1.	PSTRONG	3.9012	1.1268
162.0			
2.	PPOSITIV	3.1049	1.1880
162.0			
3.	PFRIEND	2.7963	1.3241
162.0			
4.	PSATISFA	3.9815	.9683
162.0			
5.	PVALUES	3.4630	1.0699
162.0			
6.	PFIELDS	3.7346	1.0202
162.0			
7.	PINTERES	3.6235	1.0337
162.0			
8.	PFAMILY	3.8765	.9765
162.0			
9.	PAGES	3.8148	1.0045
162.0			
10.	PCOUNTRY	3.7037	1.0208
162.0			
11.	PTIME	3.5802	1.1297
162.0			

### *Appendix VIII*

12.	POUTSIDE	3.0370	1.2101
162.0			
13.	PDISCUSS	3.2407	1.2301
162.0			
14.	PINFLUEN	2.1914	1.0605
162.0			

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	48.0494	29.2646	5.4097	14

#### Reliability Coefficients

N of Cases = 162.0

N of Items = 14

<b>Alpha = .75</b>
--------------------

#### **R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E** **(A L P H A) Administration performance**

Cases		Mean	Std Dev
1.	SADMINST	2.4793	1.0806
169.0			
2.	SREGULAT	2.6568	1.0180
169.0			
3.	SENCOURA	2.6746	1.1263
169.0			
4.	SEQUIPME	2.9290	1.0269
169.0			
5.	SCONTINU	2.6864	1.0246
169.0			
6.	SMATERIA	2.6923	1.0801
169.0			
7.	SACTIVIT	2.8757	1.0188
169.0			
8.	SENVIRON	2.8521	1.0502
169.0			
9.	SATMOSP	2.4911	1.0529
169.0			

### *Appendix VIII*

10.	SFACILIT	2.6095	1.1345
169.0			

Statistics for	Mean	Variance	Std Dev	N of
SCALE	26.9467	36.1460	6.0122	Variables
				10

#### Reliability Coefficients

N of Cases = 169.0

N of Items = 10

<b>Alpha = .7644</b>
----------------------

#### RELIABILITY ANALYSIS - SCALE (ALPHA) University Academic System

Cases		Mean	Std Dev
1.	AHOURS	2.9819	1.0981
166.0			
2.	AINSTRUC	2.8193	1.1243
166.0			
3.	ARULES	3.0663	1.0739
166.0			
4.	AEVALUAT	1.6627	.4742
166.0			
5.	ACHANCE	2.9096	1.0140
166.0			
6.	AMOTIVAT	2.8614	1.0322
166.0			
7.	AACTIVIT	2.5181	1.0013
166.0			
8.	ALIBRARY	2.7771	1.0752
166.0			
9.	AFREEDOM	2.6807	1.0845
166.0			
10.	ALECTURE	2.6386	1.0908
166.0			
11.	ACONTRIB	2.1145	.9934
166.0			

### Appendix VIII

N of Statistics for SCALE	Mean 29.0301	Variance 35.8233	Std Dev 5.9853	Variables 11
---------------------------------	-----------------	---------------------	-------------------	-----------------

#### Reliability Coefficients

N of Cases = 166.0

N of Items = 11

<b>Alpha = .7483</b>
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#### RELIABILITY ANALYSIS - SCALE (ALPHA)

Cases		Mean	Std Dev
1.	FTALK	2.2113	1.2077
142.0			
2.	FHELP	2.4789	1.3247
142.0			
3.	FOFFICE	2.7042	1.3411
142.0			
4.	FCOMENTS	2.6408	1.3701
142.0			
5.	FPROJECT	1.5986	.9897
142.0			
6.	FNEGATIV	1.7746	1.1874
142.0			
7.	FPOSITIV	2.5915	1.4594
142.0			
8.	FRELATIO	2.8521	1.2880
142.0			
9.	FF	1.8592	1.0954
142.0			
10.	FFF	2.5352	1.2753
142.0			
11.	FINFORMA	2.1761	1.2954
142.0			
12.	FDISCUSS	2.1479	1.1544
142.0			
13.	UDECISIO	3.4577	1.2355
142.0			

*Appendix VIII*

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14.	UCERTAIN	3.6901	1.1980
142.0			
15.	UDEVELOP	3.5282	1.1089
142.0			
16.	UCAREER	2.9014	1.2733
142.0			
17.	UEMPLOYA	3.7254	1.2556
142.0			
18.	UDEGREE	4.3521	1.0993
142.0			
19.	UYEAR	2.9930	1.5182
142.0			
20.	UJOB	2.9014	1.2733
142.0			
21.	PSTRONG	3.9507	1.1382
142.0			
22.	PPOSITIV	3.1408	1.1945
142.0			
23.	PFRIEND	2.8169	1.3295
142.0			
24.	PSATISFA	3.9718	.9745
142.0			
25.	PVALUES	3.4718	1.0765
142.0			
26.	PFIELDS	3.7254	1.0255
142.0			
27.	PINTERES	3.6549	1.0317
142.0			
28.	PFAMILY	3.9085	.9742
142.0			
29.	PAGES	3.8169	1.0149
142.0			
30.	PCOUNTRY	3.7465	.9780
142.0			
31.	PTIME	3.5634	1.1514
142.0			
32.	POUTSIDE	3.0845	1.2405
142.0			
33.	PDISCUSS	3.2887	1.2121
142.0			
34.	PINFLUEN	2.2394	1.0714
142.0			
35.	SADMINST	2.4718	1.0498
142.0			
36.	SREGULAT	2.6479	.9907
142.0			
37.	SENCOURA	2.6620	1.0711
142.0			



# Appendix VIII

38.	SEQUIPME	2.9718	.9817
142.0			
39.	SCONTINU	2.6901	1.0048
142.0			
40.	SMATERIA	2.7606	1.0780
142.0			
41.	SACTIVIT	2.9155	1.0000
142.0			
42.	SENVIRON	2.8380	1.0494
142.0			
43.	SATMOSP	2.4577	1.0425
142.0			
44.	SFACILIT	2.6268	1.1399
142.0			
45.	AHOURS	2.9296	1.0827
142.0			
46.	AINSTRUC	2.7817	1.1116
142.0			
47.	ARULES	3.0563	1.1158
142.0			
48.	AEVALUAT	1.6549	.4771
142.0			

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## RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev
Cases			
49.	ACHANCE	2.9085	1.0239
142.0			
50.	AMOTIVAT	2.8521	1.0447
142.0			
51.	AACTIVIT	2.4718	.9871
142.0			
52.	ALIBRARY	2.7746	1.0745
142.0			
53.	AFREEDOM	2.6901	1.0598
142.0			
54.	ALECTURE	2.6761	1.1144
142.0			
55.	ACONTRIB	2.1056	.9944
142.0			

N of

### *Appendix VIII*

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Statistics for Variables	Mean	Variance	Std Dev
SCALE	159.4437	364.0216	19.0794
55			

#### Reliability Coefficients

N of Cases = 142.0

N of Items = 55

<b>Alpha = .8201</b>
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